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THESIS

AN INTENSIVE STUDY OF THE PLAY ACTIVITIES  
OF THE MALNUTRISHED BOY

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(B. S. M., Suffolk University 1941)

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An Interim Study of the Effectiveness of the  
Subdivided Day with a View toward Curriculum Revision.

CHAPTER I  
INTRODUCTION

Every child should have time and place to play. A proper play life is as important to child welfare as any other aspect of living in or out of school. However the opportunity for play under wholesome environmental conditions and the way it opens for the child to become involved in anti-social activities. Hence the Juvenile Court and Reform Schools. This is an intensive study to determine whether or not play can be used as a socializing force and a technique for adjustment.

The problem in this study is the relationship of socialization through play to the adjustment of juvenile delinquents.

Problem

When a lack of adjustment exists the problem is to find out where it is, why it is present, and what can be done to remove the situation. The child's problem is to have a positive attitude toward his juvenile reform school. He is finding it difficult to transfer into





## INTRODUCTION

a socialized being and to assimilate refinements in spite of circumstances which are steering his life into channels of typical behavior. There is conflict in his desires. He wants convention and yet he wants to reject it. Around himself he often builds up distorted and seemingly insurmountable obstacles from which extrication is almost impossible without sympathetic help. Often he becomes a social outcast without hope, and living in constant fear or disregard of any authority. This arrogance and lawlessness often starts when the need is felt to protect himself against the sharp edges of a society that seems to have no spot for him.

Since maladjustment is liable to place a boy in a mood for petty or grave misconduct - ready to react against the vexations of his lot and vent his grievances in truancy or worse, educational control must step into the picture.

The child tells the story of his life in his activity. He desires to so fashion it that he may present a picture of himself acceptable both to himself and to his fellows.

"While he attempts to interpret his environment through his activity, he is more concerned with the interpretation of himself, and to this end, he seeks a sympathetic medium, a & expansive type of activity, an experience which will allow expression of his innate as well as formalized yearnings and desires, many of which are so unconventional that he dare not divulge them, longings which have become repressed - aspirations which have been postponed in the confusion which has resulted from the



## INTRODUCTION

revelation of early desires under the pressure of the high demands of altruistic aims. In this situation the child needs something likeable and interesting - a dynamic experience. Play is the answer.\*\*

Evil and destructive forms of play and relaxation cannot be banished except by substituting normal and healthful forms. It is with this substitution of an individualized program for the maladjusted boy adjudged truant and delinquent that the writer is concerned. It is hoped that such a program will induce attendance, reduce truancy and therefore serve as a check on juvenile delinquency.

\*\* Curtis in his "Education through Play" says: "It would be better to have play programs without schools than schools without play programs."

## Purpose

The general purpose of this thesis is to discover better procedures for meeting the needs of individuals who have been adjudged truants and delinquent. It is hoped that with an individualized play program as a corrective agent, a balance will be struck between the child's feeble understanding of life and his final allocation into society. The writer feels that Play can direct the activities of the maladjusted boy into purposeful channels. Play then will become an antidote for vice. If it will counteract truancy and its complement, juvenile delinquency, it is well worth any effort spent on curriculum revision to meet the play needs of the individual boy.

C.

\*XIV Play and Control Methods - DAVIS, J.E.

\*\* Education through Play - Jones





## INTRODUCTION

Jane Adams said in her Chicago Address at the First Congress: "Amusement is stronger than Vice, and it alone can stifle the lust for it. We see about us much vice which is merely a love of pleasure 'gone wrong', the illicit expression of what might have been not only normal and recreative pleasure but an instrument in the advance of the higher social morality."

Governor Lehman said to the Legislature of the State of New York in his special message on Crime in January 1936:-

"Crime prevention is the most appealing phase of the crime problem. Every year more recruits are added to the long list of known criminals and juvenile delinquents. The average age of the prison inmates is twenty-three years, but the largest age group is composed of those nineteen years old. Moreover the tragic truth is that the first offender in the legal sense is frequently an old offender in the eye of the parent, the neighborhood, the attendance officer and the police, the social worker and the church."

And again he says:-

"Real economy demands that measures be developed to discover, diagnose and eliminate personal, educational, economic and social conditions that produce warped personalities, especially during the impressionable periods of childhood and adolescence \*\*\*\*\*

For example, in terms of their present curricula, vocational programs, codes of administration, contacts with parents and relationship to community life, do our schools create or prevent maladjustments which are the foundation of school failures, lack of progress, truancy and the anti-social warning signals of pre-delinquency?"

It therefore becomes the specific purpose of this thesis to find a way to curb truancy through a better understanding of the past and present play life of the maladjusted boy and to institute a more scientifically planned program for the individual. If this brings about a reconstructed attitude toward school and society on the



## INTRODUCTION

part of the time the effort will be well spent.

This view is supported by Irwin and Marks in their book entitled "Fitting the School to the Child" (1906) when they say:-

"Few people in life make a career which is totally different from the careers they left behind them during their childhood progress through school. It would seem as if the school had the power if it had the wisdom, largely to prevent the development of crime and criminals. The boy who has acquired the habit of adjustment in school will not so easily exchange it for the habit of maladjustment in the outside world. Although this does not follow as the night the day, the logic is sufficiently established to form a hopeful basis for the prevention of delinquency."

Summing the purpose of this study of the play activities of the maladjusted boy the aim can be stated as follows:

1. To create a Play Program that will do most toward enlarging the personality of the boy.
2. To help adjust his life and steer it into the stream of good citizenship by:
  - a. Inducing school attendance
  - b. Reducing truancy and therefore
  - c. Checking Juvenile Delinquency.





## INTRODUCTION

### PROCEDURE DATA AND SCOPE

#### Procedure

The problem of studying, and describing, and providing play for the maladjusted boy is complicated by many factors.

Lehman and Witty \* assembled play activities from children's reports since they felt that play is essentially subjective in character positing spontaneous activity.

The writer of this paper has developed a technique for studying the play life of maladjusted boys.

From teachers' reports and from check lists, a comprehensive array of activities in which maladjusted boys engage has been resulted. Every teacher was asked first to check from the Lehman-Witty list, those activities in which the boys take part in leisure time. Then they were asked to check those activities which are participated in most frequently during play time away from school.

Because of the teachers' close acquaintance with the homes and with the extra-school life of the boys, these reports are reliable.

After the list had been checked it was examined carefully and the most popular play activities in school and

\* The Psychology of Play Activities by W.C. Lehman and Paul Witty  
N. S. Brown Co. 1927



## PROCEDURE DATA AND SCOPE

outside, were selected and listed.

In addition, and in order to examine more thoroughly the problem of studying and redirecting the play activities of the boy, maladjusted by truancy, the writer has developed the following technique for the purpose:

1. A study of literature written on the subject of Play in its relation to the maladjusted boy.
2. A study of the Truancy of 1000 Boys to determine the Causes and Effects of Truancy.
3. A reorganization of the Play Program based on findings.
4. A statement of the results of the reorganized play program on the incidence of truancy.

Supplementary Data to include;

1. Chronological ages.
2. Parentage.
3. Environment.
4. Home Conditions.
5. Intelligence Quotients.
6. Time spent in play during school year.
7. Time spent in play after school hours.
8. Opportunities for play after school hours.
9. Comparison of leisure time activities of adjusted and maladjusted.
10. Comparison of results of Lehman-Witt survey with



## PROCEDURE DATA AND SCOPE

Adjusted and maladjusted.

11. Likes and dislikes of the maladjusted.

12. Play activities in school ranked according to liking.

13. Play activities outside school ranked according to liking.

14. Health Chart.

15. Sources utilized in developing play of the maladjusted boy.

## Scope

The scope of this study will range from studies made in a single grade and age group to studies made with the entire school population of the present and past school years. Further study will include a survey of 1000 boys, past pupils of the school, to determine causes of truancy.

The Disciplinary Day School has been in existence since 1915. It has, therefore, passed beyond the experimental stage. It has proved its usefulness to the boy and to society in its twenty-five years of work with the truant, and it offers a good field of study for the analysis of ways and means for controlling truancy and juvenile delinquency through an introduction of a more intensified and individualized play program for the boys.





## CHAPTER II.

### RELATED READING

Most writers on the subject of the problem child in school agree that the mental capacity of the child is a very important factor in the matter. Elisabeth A. Irwin and Louis A. Marks have made a rather extensive study of the problem child in the elementary schools of New York City, and in their book, entitled "Fitting the School to the Child", they discuss in detail many of their findings. They feel that the public school has been doing very little for the large class of children whose I. Q.'s range between 75 and 80, and who are classed as full normal children.

"If we were to analyze 1000 school children in the social and educational fields, the great majority would certainly be found to belong to this group. The truants, the half-overs, the disciplinary cases are preponderantly of the full normal type. They are a symptom of protest against our inadequate school organization."\* (Of the 1000 truants studied at the Disciplinary Day School, 47% were found average or above and 53% below average.)

To quote again Irwin and Marks:-

"The distressing problem presented by children who cannot cope successfully with the regular academic requirements of the are, nevertheless, not mental defectives; it is a daily experience in every school."

Mr. E. Sayles, in his book called "The Problem Child in School," speaks also of the boredom of these children.

\*Irwin and Marks-"Fitting the School to the Child"-1928  
McMillan Co., N.Y. 1928. Ibid.-p. 276



### RELATED FEELINGS

of the dull boy who, forced by a compulsory school law to attend classes in which is taught academic work beyond the scope of his intelligence or interest. She suggests that great benefit can come to such a boy through encouragement and sympathetic interest.\*

She writes: "For many boys and girls the first step to a solution of their problems is the personal interest of someone who sees them not as mere obstructions, as clogs in the smooth-flowing stream of academic progress, but as individuals possessed of points of view and potentialities of their own. Yet in most cases insight and sympathy need to be supplemented by revised curricula and by the supplying of new interests."

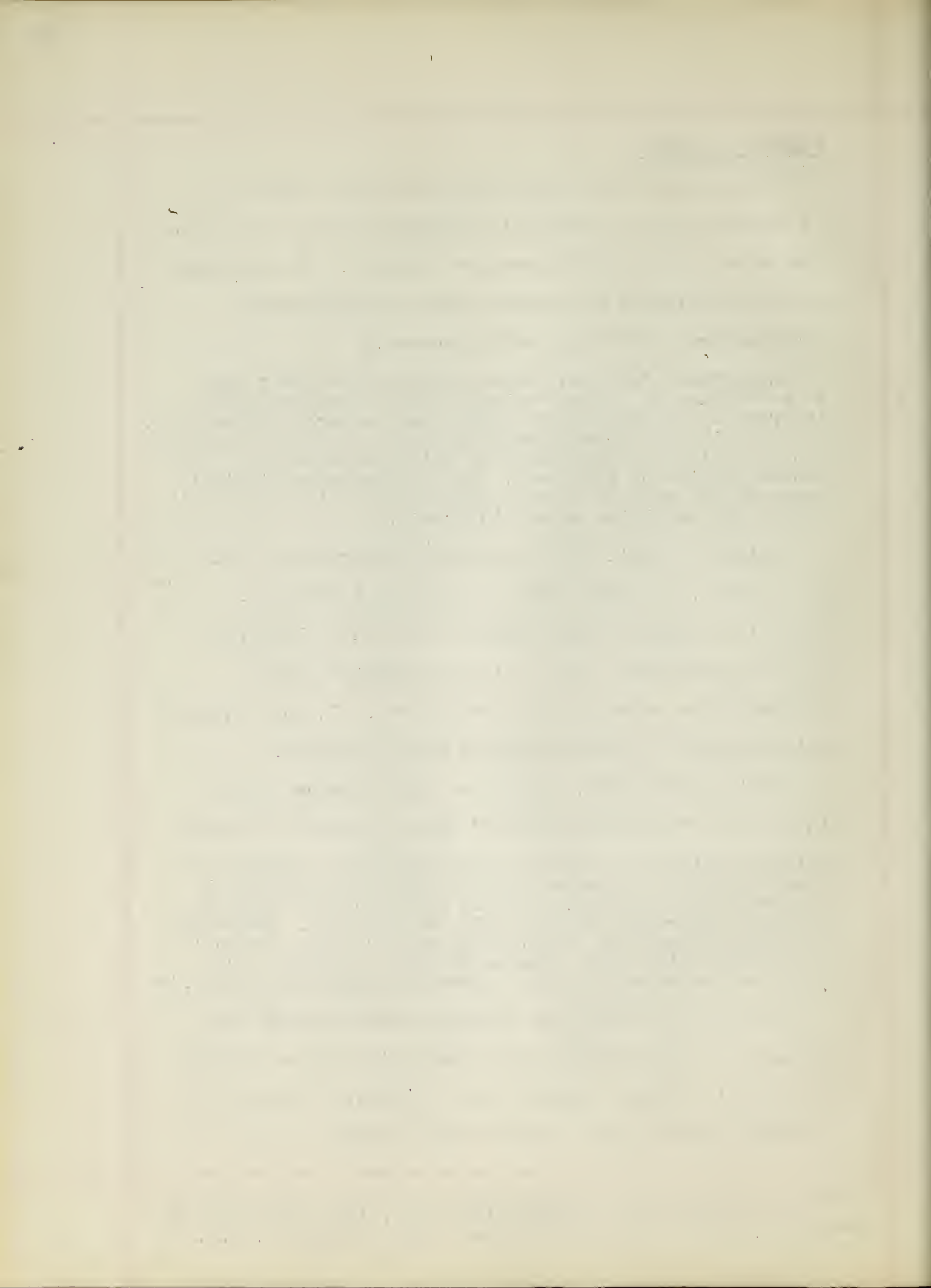
Besides the dull child, we have, as a problem child and as a truant, the child who is an habitual wanderer. Most of us desire to move about, to see new places, to try new experiences, and it is not surprising that children have somewhat the same desires. In some children this tendency is far more marked than in others.

William Henry Pyle, writing on "Some Inborn Traits" in his book "Training Children" says in regard to runaway children:- "That this running away from home without permission should be stopped just as all other undesirable tendencies are subdued. But the desire of the child to see and explore the world should be satisfied. Trips and excursions should be almost daily occurrences. Not only do the exploring trips promote health and growth, but they are the source of such information about the world.\*\*

He places the blame for truancies and runnings away on the fact that home life and school life do not satisfy the child's nature. School work in itself is often so abstract that it seems to the child to bear little

\* Wm. E. Sailer - The Problem Child in School. Copyright 1911. Bureau of Publications, N.Y. 1911. 1911. 1911.

\*\* Wm. H. Pyle - Training Children - The Century Co. N.Y. 1911. 1911. 1911.





## RELATED READING

relation to his real life.

But in his chapter on "Truancy" (p. 174) expressed his views on Truancy in the following words:-

"Next to theft, truancy is the commonest of all juvenile offenses. As stealing is the typical offense of the older time-hardened delinquent, so wandering away, whether from home or school, is the typical offense of the younger. Among cases brought to me on other counts, 84% of the boys and 9% of the girls proved to have been truants in the past; and, in nearly every one, truancy was the earliest offense.

"As a rule, truancy is little thought of. But, in actual fact, it is usually the first step on the downward stair to crime--the first premonitory portent of far more desperate misdeeds."\*

Dr. Abraham Myerson writing on "Hereditary and Environmental Factors in the Emotional Life of the Child", says that human beings react to the attitude of those around them by emotion, and that if we show contempt or anger to a child, he will react with anger or self-depreciation or indifference. He mentions need for judicious use of praise, blame, reward and punishment in training the child.

Truancy and absence are a source of great waste in the United States. Knight in a study of "Education in the U.S." says of this waste:-

"It is estimated that waste resulting from irregular attendance costs annually \$175,000,000."\*\*

On this same topic of waste of public funds and its replacement, added public expense for juvenile delinquency, Henry B. Steele, chief Probation Officer of Jackson County

\*Hurt - "The Young Delinquent"

\*\*Knight, "Education in the U.S.", Ginn & Co., Boston N. H.



### RELATED REASINGS

Juvenile Court of Kansas City, is authority for the statement that nearly every juvenile court is confronted with the rapid increase in delinquency in the fourteen year old group. The ever present elements in the situation are conflict with authority and vocational maladjustments, accompanied all too frequently by school failure. He advocates a greater respect on the part of the average school for the individual differences in pupils with successful achievement possible for each one. "It would materially diminish," he says, "the numbers that are being fed into the army of the delinquent and maladjusted, and make for a more wholesome and a happier national life."\*

And, incidentally, it would diminish public waste.

This newer attitude toward the matter of successful handling of the maladjusted child who becomes the chronic truant is expressed by Cyril Burt, who has made a thorough-going study of the young delinquent. He deprecates some of the old methods of treating the delinquent and truant.

"To whip a boy, to fine him, to shut him up in a penal institution, because he has infringed the law is like sending a patient, on the first appearance of fever, out under the open sky to cool his skin and save others from the infection."\*\*

Adjustment for these truants and delinquents is possible in the majority of cases. Homogeneous grouping as a step in the right direction is urged by Koos, Symonds, Davis and Reavis.

\*Andrew B. Steele, 1918-19 Year Book, Nat'l Probation Assoc.

PP 140-163

\*\*Cyril Burt, E. Appleton Co., N.Y. 1932 PP



### RELATED READINGS

Charles William Shooklin in a Survey of "The Problem of Attendance at Soudbury Memorial High School for Boys" makes the following classifications of causes of unnecessary absences:-

1. Economic conditions at home.
2. Moral conditions of home and neighborhood.
3. School program not adapted to pupil's ability.
4. School program not adapted to pupil's interests and needs.

In speaking of the chronically absent pupil - out trustring - he says that "He constitutes the great waste in our problem of attendance, and will fail in life unless the schools make a concerted attempt to straighten him out."

He found a decided relationship between poor attendance and poor scholarship. 25 points of credit are a normal year's work in that school. In a group of truants, all showing very poor attendance records, the median number of points earned was  $1\frac{1}{2}$  per year. Only 33% of the whole group with poor attendance records earned more than  $\frac{1}{2}$  a year's credits.

On the effect of religious background on the delinquent we quote the following:-

Alfred E. Stearns, - The Challenge of Youth - P. 76:

"Major-General L. Leonard Wood expressing.....his strong conviction that if, as he had often been told, the American youth of today be so treated with the youth of former years, are losing their religious interest, the fact must be accepted as evidence of the beginning of our national decay."

The foregoing quotation was offered by Alfred E. Stearns, Former Headmaster of Phillips Andover Academy for Boys.





### RELATED READINGS

Professor Francis B. Sayre, formerly Chairman of the Institute of Criminal Law at Harvard Law School said:-

"It is because of the breakdown of religious training in the home, in the church, and in the school that we must look for the present cause of crime."

George Washington in his Farewell Address declared:-

"Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens....and let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle." \*

\* George Washington, Farewell Address, Sept. 1796



### CHAPTER III.

#### AN EXAMINATION OF THE CAUSES OF TRIUMPH

The particular form which self-adjustment to the different grades assumes varies from one case to another and it is a great weakness on the part of any school if it does not trouble to analyze the reason for failure.

The child himself will often confess that school is a place he hates and why he hates it he is usually unable or unwilling to explain. His lessons may be uncomprehending, his schoolmates uncomprehending, his principal uncomprehending. The dull child may be in a class too high for him, the bright child in a class too low, the child of lively spirits disciplined too strictly, the big, lazy fellow in a class of sharp but timid youngsters, the boy with a mechanical bent for which an academic program can find no place, the boy with a peculiar disability in a certain subject who is forced daily to exhibit his deficiency, the weakling who becomes the butt of ridiculing companions or bullies, the boy who wants art or music or athletic achievement but finds himself following a program which admits none or too little.

The above suppositions become very real when a consideration of reasons given by over a thousand students presents this picture.





A. ANALYSIS OF THE CAUSES OF TRUANCY

TABLE I.

1. Dislike of school -----	134
2. Dislike of a teacher -----	111
3. Classroom friction -----	79
4. Retardation -----	78
5. Misadjustment in courses -----	62
6. Girls in room -----	51
7. Lure of outside interests -----	500
8. Home Reasons -----	72
	<u>1100</u>

Above table is a list of challenges to the school for it is the boys' given reason for truancy.

Working year after year with the truant the experienced teacher is able to revamp the child's reason for truancy and teachers of fifteen to twenty years' experience with the truant give as the basic reasons for truancy the following:

1. Natural wanderlust and desire for adventure.
2. Racial tradition of a short period of schooling and an early start at earning a living.
3. Lack of parental control due to
  - a. language or custom handicaps
  - b. feeling of superiority over parents on part of children
4. Demoralizing effect upon children of the breaking up of home-life and home-membership through death, divorce and separation.
5. Effects of poor home discipline (too lax-too severe)
6. Search of adventure to compensate for dissatisfactions over home-life or school life.
7. Poverty with its accompanying yearning for clothes, amusements, spending money.
8. Weakness of character, poor quality of moral training, lack of aims, ideals and guiding purposes.
9. School Failures and Grade Retardation.
10. Classroom friction.
11. Sluggish intellect and failure to achieve.
12. Inability to adjust to school changes.
13. Misadjustment in school changes.
14. Health defects which caused irritation, nervousness or embarrassment.
15. Overfatigue from late hours or lack of sleep.
16. Lure of outside interests.
17. Willfulness.



## FURTHER ANALYSIS OF THE CAUSES OF TRUANCY CAUSES

### 1. Parentage

Is there reason to believe that an individual's truancy may be influenced by the fact that parents are either foreign born or native-born?

### 2. ENVIRONMENT

Has the location or the domestic and social condition, its financial or its moral condition anything to do with the formation of habits of truancy? Has the boy's religious background or lack of it, any bearing on the subject?

### 3. PREVIOUS SCHOOL SITUATION

How did the boy's mental life compare with his scholastic load? How did teacher and pupil react toward each other? Was he a behavior problem and if so, why? Did he overuse hospital or illness excuses to free himself from school boredom?

### 4. GENERAL HEALTH

Did the health condition of the boy contribute in any way toward truancy? Physical defect? Handicap?

### 5. BOY'S OWN EXPLANATIONS OF TRUANCIES

What reasons do the boys give for missing schoolroom?



## AN EXAMINATION OF THE CAUSES OF TRUANCY

### EFFECTS OF TRUANCY

#### 1. SCHOOL DAY STATEMENT OF ACTIVITIES WHILE TRUANT

#### 2. COURT RECORDS

Was the Truant during his hours away from the protection of the schoolroom getting his initiation into criminal conduct?

#### 3. SCHOLASTIC STANDING

What effect was truancy having on boy's scholastic standing and future education?

### CONTROL

#### COMPARISON OF TRUANCY RECORDS BEFORE AND AFTER

#### ENROLLMENT IN DISCIPLINARY DAY SCHOOL

Can the Disciplinary Day School succeed in checking truancy and juvenile delinquency? What percentage of habitual truants have become stabilized in the matter of attendance? What has been the most successful stabilizing agent?

#### COMPARISON OF TRUANCY RECORDS IN D.D.S. SINCE

#### INTRODUCTION OF INTERSIVE PLAY PROGRAM

What may be done through an individualized play to keep former truants in school until they have fulfilled the requirements of the school compulsory law?

Using these questions as a basis, the following general information on the subject of causes of truancy will be presented.





## CAUSES

### Summary

In 1906, 11000 vagrants were found in the United States. The following table shows the result of research work on this point. Information gathered from records of 1000 vagrants results as follows:

TABLE II. PARENTS NATIVE OR FOREIGN BORN

<u>FATHERS</u>	<u>NO.</u>	<u>MOTHERS</u>	<u>NO.</u>
UNITED STATES	530	UNITED STATES	570
FOREIGN BORN	750	FOREIGN BORN	690
UNKNOWN	40	UNKNOWN	40
<u>TOTAL</u>	<u>1100</u>	<u>TOTAL</u>	<u>1100</u>

Burt in his discussion on "Vagrancy", page 457, says:-

"With these periodic vagrants, some of the simplest but most persistent examples are those of children whose parents are themselves of roving disposition--vagrants, vagabonds, or emigrants--the progeny of an itinerant stock and perhaps of a race of nomads; for like anger, fear, and love, it is the strongest of the human emotions, and with bolder strength is put in the child's nature."

Burt himself found that out of 55 British English vagrants whose family history he obtained, 17.0% had relatives living in the United States. He also states that J. M. Williams in a study of 14 American families found 10% had relatives in England.

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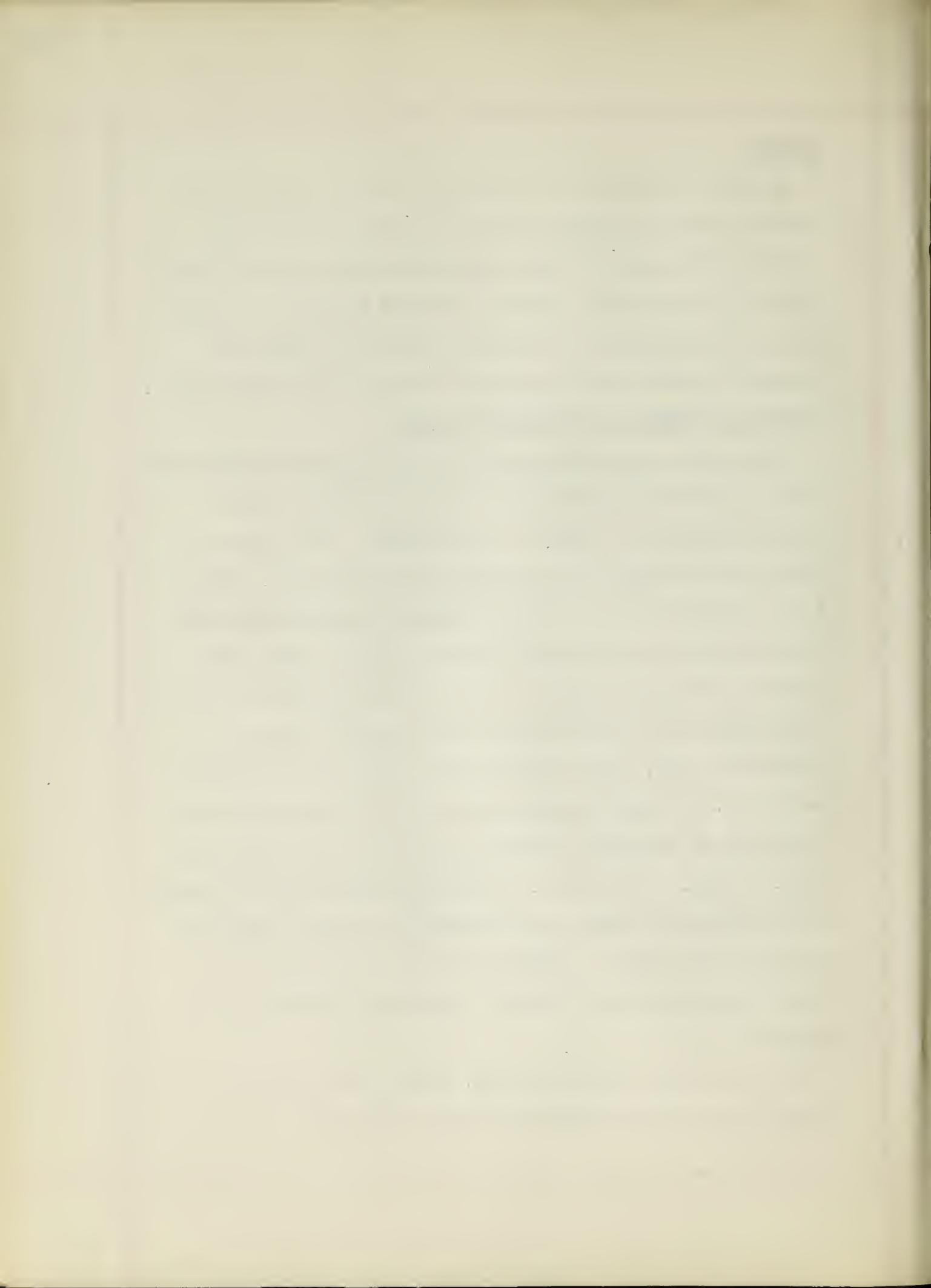
## CAUSES

It seems reasonable to conclude that when over seven hundred parents left the native land for a change of environment, adventure or work, there must have been in that number a considerable amount of wandering instinct which has been transmitted to their offspring and which may account to some extent for the latter's 'call of the wild'.

## PARENTS UNCONSCIOUSLY IMPRESS CHILDREN

A few days ago an Italian boy who has been very successfully adjusted by letting him develop a school garden, offered this bit of casual conversation:- "You know my father is to blame for my running away from home. When I was a little boy he used to fascinate me with his story. He said that as soon as he was old enough to skip home he did. He earned money on odd jobs and sent part of the money earned on to the bank of the next big city he intended to hit. When tired in one spot he headed to his bank roll. It sounded swell to me and I made up my mind to follow my father's footsteps as soon as I became fourteen. I did. I ran away. I covered quite a bit of ground but it was not as easy as it sounded. I guess jobs are harder to get today. Anyhow I was glad the school law caught up with me and I'm glad I got that bug out of my system."

This boy has a very high I.Q. (130). He's having a grand time in his garden and has lost compulsory school



### CAUSES

work he is studying "Pugs". He comes from a family of learned and cultured. (Four of his uncles are professional men.) His mind is made up to finish High School and go to Harvard College for further study of "PUGS". He is one of the outstanding examples of the result of individualized play for his behavior pattern is very close play to work. That same boy's carefree wanderings have placed him in a fine spot to become tubercular. His course therefore involves a good bit of work, organizing, cooking and eating the food he grows. He has had a consistent gain in weight and strength since his admission a year ago and is sincerely grateful to the school for its interest in him. That boy we hope will one day be numbered among the great scientists of the country.

Another matter for consideration is a study of parentage in relation to truancy is the fact that foreign-born parents expect their children to get out to work as soon as they are big enough. Many of these parents were at work at a very early age and to them school was a luxury not to be enjoyed by many of them.

One of our own science teachers is a striking example of this. His Italian father thought he had been quite magnanimous in allowing his son to finish High School and then expected to get his help in the contracting business. His son had started work at seven. It was only through





## CAUSES

the interest and assistance of the older brother who has returned to school. He is now a successful teacher of science and in spare time is studying Law.

Attendance supervisors often have difficulty in convincing such parents that they are responsible for the child's attendance at school for they often deliberately urge the boy to stay out and work illegally. The latter is quite apt to accept this attitude of indifference and try truanting. Parents are sometimes ignorant of American ideals and standards and laws of education. Boys often deceive such parents into thinking that absences are permissible.

It is quite common for foreign-born parents of the dominating type to try to engineer the future of their boys. Comes to mind right here the case of a boy whose father was born in Greece and lived there for over twenty years. His boy was afraid to oppose him. Just before the boy reached the age of sixteen father came to school at the request of a teacher. In the course of the conference father confessed that he was tired trying to make the boy wash his ears and neck. (Mother was dead) He stated that he had contacted a brother in a monastery in Greece and had made arrangements to send Ulises to him as soon as other conditions made it practically possible. Quote "I put him in there and he came out like



## CAUSES

One day, "Louis" had said, "I will not let any one tell me what to do. I will do as I please." "Louis" was a sort of laundry. However, "Louis," as the boys called him had ideas of his own. When papa left the boy confessed to us that since the monks could not be locked he wanted none of their life. Said he to us: "I'm afraid to tell my father that his idea is all wrong but as soon as he starts to send me to Greece, I'll run away from home and follow the horses." The war had saved Louis from papa's "Vocational Guidance".

Among the foreign-born's offspring we find besides the aggressive parent the domineering boy who because of a bit more schooling than parents feels superior. This type is quite wont to assert his independence at an early age. Steering his own life from early childhood, he soon defies all law both civil, parental and often moral. He mixes with street gangs, keeps late hours and exhausts himself for school work. This is not an uncommon type of truant.

One boy, two years ago, was committed to the Industrial School at Shirley for repeatedly trying to cure his mother of 'interfering with his business', by throwing dishes and furniture over her head. Even though mother could speak but broken English she called the police to her aid and Sonny was committed to the State Institution. He said at school that he was always ashamed of his





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mother's inability to speak English.

It was interesting to note in compiling the birthplace statistics of the parents of truants that for the most part the foreign-born man had married the foreign-born woman, and generally one from his own country, even when the marriage had taken place in America.

In view of the fact that of the last thousand truants admitted to our <sup>day</sup> adjustment center, over two thirds came from foreign-born parents, it seems fair to conclude that the truant is more apt to come from the home of the foreign-born parent than from the home of the long established American families.

### ENVIRONMENT

Most of the pupils come from broken homes where one or both parents are dead, separated, divorced or have deserted the home. The children have not received the love and affection of devoted parents in the environment of a normal home life. Many of them are lonely and neglected and resort to wilful disobedience as a means of asserting individuality.

#### Location of Homes

The home-location statistics are interesting in that they prove that this year, as every year for the past ten, the bulk of the truants come not from the crowded downtown area but from the district that claims to have the



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not to offer in the way of recreational facilities. It has ball parks, large beauty spots which offer various interesting activities, such as tennis, golf, a zoo, lovely gardens, bird collections and a well-organized hotel club.

One reason for the great number of truants may be that the financial stress is greater here. This together with the condition of the home itself and the fact of poor companionship to doubt fosters truancy. The North-end of Boston is considered the most congested area yet this section ranks 4 in its contribution of truants.

Later, will be proved that should the first named section individualize its recreational program to meet the needs of the boy maladjusted in his district the program would be more effective in curbing truancy and juvenile delinquency.

TABLE III. CONTRIBUTING DISTRICTS

1.	Roxbury -----	138	Boys
2.	Dorchester -----	84	Boys
3.	East Boston -----	45	Boys
4.	North End -----	25	Boys
5.	South Boston -----	21	Boys
6.	Brighton -----	20	Boys
7.	Jessie Plain -----	14	Boys
8.	West End -----	13	Boys
9.	South End -----	11	Boys
10.	Charlestown -----	8	Boys
11.	Roslindale -----	6	Boys
12.	Hyde Park -----	2	Boys
13.	Back Bay -----	2	Boys
Total for 1940-1941 -		567	Boys



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Study of the following set-up of the home conditions seems to suggest that territorial location is a factor secondary to normal home life.

189 Truants from Roxbury District

TABLE IV. PARENTAL SITUATION

PARENTS	Fathers	Mothers
Both parents in home -----	46	53 1/3
Divorced or legally separated --	14	10.1
Dead -----	10	13.0
Remarried -----	9	7.2
In Institutions (idiot, insane,)- (immoral)	2	2.1
Deserters or in Jail -----	7	3.0
Fixed Marriage (black & white) -	1	.7
Blind or Crippled -----	1	.7

Only 46 of these boys, 53 1/3%, are living under normal conditions. In many of these 46 homes there is considerable emotional upset, alcoholic situations and mental deficiency. Therefore they are not ideally normal. There are 14 homes broken up by divorce or legal separation while 10 boys have been left fatherless by death and 23 boys are motherless. Five of these boys have lost both parents by death. The fathers of 9 boys have remarried and the mothers of 10, bringing in the step-father and mother situation which is often a hopeless battle for boys to fight. Two fathers and three mothers are in institutions for the insane, the imbeciles, the degenerates.





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Seven fathers are serving time or have deserted and one white father has just been committed to an institution for indecent relations with a colored man. The son of the latter gives us his reason for truancy this home situation. He said he was ashamed to go to his district because "all the boys know my mother entertains colored men". Our school away from his neighborhood has served as a life-saver for this boy. He just finished the school with an almost perfect record for attendance and punctuality and a job for the summer.

Receiving no example from home, in fact having no healthy and normal home life, it is small wonder that some truants become nomads of the streets, frequenters of cheap motion picture houses, members of marauding gangs, instigators and participants in illicit traffic, embryonic candidates for the reform school, and future criminals.

What with all their precocious activity it is natural that the truancy record will be as heavy as it is possible for these boys to make it. Therefore too strong an effort to control truancy cannot be made. Truancy is one of the first steps toward delinquency; therefore one of the primary objectives of the Disciplinary Day School is to control it.

If Play induces attendance and reduces truancy and gives to the boy a more wholesome outlook on life, then



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Play is its very essence for being.

Intermarriage of black and white its toll. One boy has a black mother and a white father. While the mother is the finer of the two characters the boy is restless in his black skin and his mother blames his delinquency to the fact that he is not white. Another has a black father and a white mother. The boy is almost white and claims to be white. This has been a cause for great racial conflict. The boy made up his mind that at sixteen he would marry a white girl. He was forced by the court to marry her just before a child (white) was born. The boy stole to support his wife with coming child. He was arrested and sent to a state institution. He fell from the roof of the building and was killed instantly. He never saw his white baby. One boy has a blind father to whom I over a route. One boy has a crippled mother <sup>with</sup> both legs off.

The school has done a great deal to relieve situations such as these yet it cannot but feel that these home conditions in the worst locality will be a handicap to any boy trying to reach the point where we can take over all of our best home conditions.

Therefore we conclude that while Environment is a cause of maladjustment, poor home conditions are a greater factor in producing maladjusted boys. The third of these





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boys have come through a period of adolescence, a trying period at best, when no habits had yet been formed, and when there is need of a great deal of sympathy and understanding and kindly encouragement toward establishing worthwhile goals and establishing ideals and standards of living and for the most part <sup>they</sup> are living without the benefit of the joint care and wise restraint of two sensible normal parents.

Poor parental discipline and unfortunate home conditions require of the school much deeper interest in the boy and a stricter check on his activities than are necessary in the case of the boy from a normal comfortable well governed home. In the average school where each teacher sees a child for a few hours a week there is little opportunity to know the child and his difficulties until long before causes are discovered the boy has become an habitual truant.

The following tabulation is typical of home conditions with the exception of the ever increasing evil of divorce.

Enrollment for term of 1940-1941 ---- 387 boys-TABLE V.

Mother dead	40
Father dead	52
Step-mother in the home	16
Step-father in the home	12
Orphanage	1
Foster home	3
Integrate fathers	35
Integrate mothers	2
Father deserted	10
Mother deserted	2



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Parents divorced	14
Parents separated	13
Mother serving time	1
Father serving time	3
Members of family serving time (immediate family)	3
Chronic illness of father	0
Chronic illness of mother	4
Father blind	1
Mother working	23
Step-father working	3
Mother insane	1
Father insane	4
Immoral mother	1
Immoral father	13
Father and mother working	12
Father working and mother keeping house	14
In many of these so-called normal homes there is mental neglect, alcoholic con- ditions, immoral living and in some instances low mentality.	

One mother has five sons. Three are in state institutions. Two were expelled from school. One is over nine and the other a boy of fourteen. The latter was arrested during the year on suspicion of a felony, taken to the St. Jail, contracted pneumonia and is now very slowly recovering at the City Hospital. This mother was known as the "distressed lady" in a circle.

TABLE VI. HOME CONDITIONS

Of the environment studied for this thesis it was found that:

16	homes had bookshelves
9	bookshelves with play equipment
46	homes were equipped with 'victrols'
120	homes had radio sets
11	homes had pianos
4	homes had bicycles
16	families had telephones
57	families subscribed to newspapers



OWNERS

- 51 families had automobiles
- 3 families had three or more automobiles; none a truck
- 3 families had at least one radio and a car, three a truck, and three times a week
- 1 had family play night
- 1 had family orchestra of three or more members
- 30 had musical instruments in house other than pianos
- 4 had telephones

PREVIOUS SCHOOL SITUATION

The school records sent by the discharging school to the Salinquent's new school seem a bit significant of another cause contributing to truancy.

Term 1940-1 Previous school situation of 357 boys-TABLE 7.

Failing in one subject -----	76	21.2%
Failing in two or more subjects -----	231	64.7%
School Offenders (sent because of poor conduct and not necessarily failures in subjects)	53	14.8%

I.Q. records of 357 of this year's - TABLE 8.  
Boys also prove significant.

Intelligence Ratio of this term's boys-1940-41--357 boys  
(Established by Dept. of Investigation and Measurement, Boston)

	No.	%
Superior Intelligence --- 110 - 140	11	3.0
Average Intelligence ----- 90 - 110	108	30.2
Below Average ----- 80 - 90	171	47.9
Border-line ----- 70 - 80	76	21.2
Institutional ----- Below 70	11	3.0

Of the 11 in the superior group 1 is Chinese, 3 are Jewish, 1 is the son of a pastor who turned from his profession to drink and dope, 1 has four uncles in the brick-laying profession, 1 is homeboy for a local 111 precinct.





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Finally. All of these boys spent their school life in 'hell'. One of the reasons they came in this way was their initiation in the occupations into filter actions. The second of this three found shop-lifting more interesting than school and trusted to ply his trade. The third is just a shy adolescent, too shy to assert himself. He claims none of the teachers liked him. All eleven have had a remarkably fine record for attendance and punctuality this term and are fighting hard to make the grade.

Many of the "Average Intelligence" group are failures in one, two or more subjects. The "Below-Average" group decides failing in many subjects are attempting grades not in keeping with their mental capacity. Of the 106 boys in the last three groups all but forty came from the Junior High School and even ten from the Senior High Schools. This poor grading in the home school is in a very great measure the reason for much truancy. Once these boys reach the Adjustment Center they are studied from all angles and placed with the group which will best suit their mental level and temperament.

### REHABILITATION RECORD Before Enrolment - TABLE IX.

#### Further Repeating

GRADE	NO.	NO.
	11	79
	12	85
	13	55



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GRADE	4	47
	5	54
	6	31
	7	20
	8	31
	9	32
	10	9
	11	5

---

With 128 boys below average intelligence it is not surprising to find such a heavy record of retardation. Some of these boys have repeated one, two, three and even four grades.

Among these boys are those who cannot adjust themselves to the speed and constant drive of the departmentalized school. They need more than average attention. They are happier in the old type one room plan where the teacher becomes familiar with every idiosyncrasy of her pupil and can reconstruct his weaknesses. Mentally and physically these boys weary under the rigid program, the long hours, the curtailed recreation period and finally run away from it all.

Not all pupils who are retarded have inferior intelligence and all pupils of inferior intelligence do not fall in subjects over repeat record. This fact is borne out when tenth grade pupils come with a no-repeat record and an I.Q. around 80.

Excellent conduct and consistent attendance with these boys is the least attribute of the class. Sometimes





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Sickness is often the cause of their truancy. Several students on truant days and while they could play along with the class in regular attendance, sickness hampers their educational progress, a discouraging and hopeless task of trying to catch up to classmates on their return to school.

Discouraged they finally join the ranks of the truants. There is one to mind the case of a boy whose family had a run of scarlet-fever. He lost two and a half months of school. After a hopeless attempt to catch up he dropped out.

Another boy had spent a full year till the end of May in Grade 7. He knew he would be promoted if a truant operation didn't cause absence in June. A bit more than the customary period of convalescence was needed. In September the boy was slated to repeat Grade 7 because of the end of the year absence. He ran away from home. Two months later he was caught and brought to our school as a truant. He was promoted to Grade 8 on trial. Sickness caused absence again this year and the boy is to repeat grade<sup>8</sup> next term. This doesn't bother him a bit. He had his chance in Grade 8 and feels that owing to his two months absence plus his sickness that he is deserving his retribution. He'll never forgive his Seventh Grade teacher for "ruining his life".

If a boy feels that he is being unjustly punished or



### DISCIPLINE

criticized or even reprimanded it is such that his whole behavior is affected - sometimes for his entire school life. On the other hand even though a boy is reprimanded severely, if he justly deserves it the incident is quickly forgotten with a salutary effect upon future ~~future~~ conduct. When a pupil thoroughly respects his teacher and has learned that his teacher respects him, there is generally no poor conduct and seldom any truancy. When there is teacher-pupil clash there is sure to be antisocialistic conduct resulting in truancy.

### GENERAL HEALTH

At the beginning of every school term, the school's physician, assisted by the school nurse, begins thorough physical examinations to determine the condition of every student's health. As new boys are enrolled they are examined and the findings recorded on the Health Card which is kept with the Cumulative record of the boy. When the doctor discovers defects steps are taken to correct the trouble. This is done at hospital and clinic through family physician or hospital doctor. The nurse makes arrangements for all dental work and for special treatment of eye, ear, tonsil, heart or lung condition. She follows up all recommendations to see that doctor's orders are carried out as fully as possible.



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The health chart of this group enrollment looks like this:

Normal health -----	100	100% K.
Seriously defective tonsils -----	18	
Very poor teeth -----	9	
One eye blind -----	2	
One eye glass -----	1	
One eye very defective vision -----	12	
Both eyes defective vision -----	24	
Wearing glasses -----	34	
Heart condition -----	4	
Undernourished -----	64	
Thyroidetic -----	6	
History of chorea -----	4	
Extremely nervous temperament -----	27	
Stutterers -----	3	
T.B. contacts (under treatment) -----	8	

Some boys have more than one defect.

Very poor teeth and fear of the dentist caused 9 boys to run away from their schools to escape being sent to clinics. After enrollment in the D.D.S. they were persuaded or talked into having their teeth cured for at the clinic. They developed a little courage when they found so many "comparisons in class" in the bus.

Hospital operations for removal of tonsils and adenoids were arranged for 12 boys suffering with defective tonsils and adenoids, and definite improvement in general health, disposition and scholarship were noted after recovery. There is no little doubt that the poor condition of health helped create unhappy classroom situations for these boys from which truancy was the avenue of escape.

Poor oversight and defective hearing have a bearing on truancy. One boy with a blind right eye, the subject of





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Which he could not resist, said that he played truant because the pupils in his room "respected" the girls, "checked" his eye roll and laughed at him. Even his father accused him of bringing bad luck to his family because of his "evil eye". He was a High School freshman, and extremely nervous and sensitive. The doctor and nurse arranged for an operation to tighten the muscles of the eye and boy with the aid of glasses and scarcely notices the defective eye.

The four with heart conditions had taken advantage of this fact and two of them glorying in the fact that school rule forbade them ever to be retented had become school offenders and were transferred on conduct rather than truancy charges. The other two were a bit persuaded by worried parents who had written notes so often to excuse the absence of the boy that absence soon became habitual and truancy set in.

The undernourished boys are given special attention and with the aid of an expert dietitian. In the lunchroom these boys soon begin to fill in the hollows in their cheeks. A well planned noon meal of very generous proportions soon becomes a treat for all the boys undernourished or not, and the lunchroom becomes one of the most important checks to the truancy problem. An interesting fact to note here is the fact that some of the



## CAUSES

Most children in the home district love to remain after their sixteenth birthday when there is no obligation for attendance. Also it is interesting to note that most of the boys who return to visit come just before lunch period knowing full well that they will never be disappointed on a hearty meal as well as a welcome.

For many of these undernourished boys the school meal is practically all the well chosen food they get. And as to the type breakfast eaten many will say "None... neither was not up". Others will reply, "Boughtnut and coffee", and a favorite breakfast seems to be "bologna sandwich and coffee". It's surprising how many boys have tea and coffee for the morning meal.

Sympathy, understanding and a well placed interest soon begins to tell its story in renewed energy, vigor, increased weight, height and strength. With this build up listlessness, disinterest in school, restlessness, soon disappear and the boy begins to enjoy his school experiences.

This year very special attention has been given to the physical activity and play program of the undernourished and this too has helped in a great measure to secure the most unbelievable truth that we will start school next September with only five of our 64 in the class of the undernourished. These five arrived too late in the year to have any appreciable amount of building up time.





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The six convalescents trembled because they could not at once get back to the uncomfortable trying to conform to the routine of the classroom and at the same time battle the fibres of their more alert elevated that tremor was the natural outcome. The school nurse and our adjustment center took them to a hospital for observation and when the boys realized that they were suffering from an ailment they conversed heartily and soon the physical sickness disappeared. The drowsiness had been causing these boys a bit of worry but they were powerless to help themselves until given specific help from the hospital doctors who kept them under observation for four days.

The group suffering from nervous disorders were regular in their home schools and an already overworked teacher could be blamed for transferring boys of this type to the Center where they can be given a program of work destined to soothe the overstimulated system. Many are the reasons discovered at the root of the nervous condition - such as the poor diet, poor hygiene, sleepless nights, too much food, unhealthy home situations and a very harmful occupation of leisure hours.

The three stationers socialized of their past and training before the girls in the room "I told" of their difficulties.

The T.D. contacted her for the most part used the power of words to get at the children to correct their behavior.



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There were found that the causes were, however, common and the outcome.

Besides the large group of students that had actual physical defects there is a smaller group included in the normal or healthy group that had what was termed "hospitalitis". Instead of being in the classroom in the morning, they'd be found at chairs in the hospital or adjacent dept. of their neighborhood hospital or clinic. The thrill of the hospital ward activity was much more to their liking than prosaic school work. They gloried in the attention given their coactives imaginary ills. They would return to school filled with importances because they "had to go to the hospital for an injury to be treated". Many a time they had cut and bruised and mistreated themselves simply to have what sounded like a fool-proof excuse for absence. However, when the air was let out of the hospital "bubble" they reluctantly settled down to enjoy their good health.

The health table can be summarized:-

Normal Health	166	TABLE XI.
Health Defects	136	
Total	302	Boys

## BOYS' OWN NARRATION OF PHYSICALS

At the beginning of the chapter is a list of reasons for the physicals given to just thousand boys.

A bit more detail can be given if one is so inclined.



CAUSES

reasons given by 110 of the boys present today. This sample will include the school ages 8.13 and grade 4.11.

REASONS	TABLE XII.	NUMBER
Dislike of School -----		41
Dislike of Teacher -----		19
Dislike of one Subject -----		9
Fear -----		11
1. Punishment for absence or tardiness - 5		
2. Punishment for conduct ----- 9		
3. Dental clinic ----- 5		
4. Being delivered into hands of parents - 5		
		<u>11</u>
Friction with Teacher -----		3
Health Excuses -----		10
Looking for Work -----		4
Loyalty to Film, Radio, Movies, etc. -----		10
Persecuted by "Gang" -----		2
Sensitive about Defects -----		10
Dislike of Homework -----		5
Too Tired -----(working with siblings - no sleep.)		3
Wanderers of Dreams -----		6
Working -----		4

There were 41 truants who stated that they disliked their schools. One Eighth Grade boy, 14 years of age, six feet tall and weighing 170 pounds, said he felt too big to be in the room with little girls. While he was extremely large and mature-looking, he was not average for his grade. At the Adjustment Center he soon lost some of his size when assigned duties that taxed his physical strength. We became quite proud of his "new look".

Another boy tall, thin, and somewhat immature looking







## 34556



## CAUSES

There were constantly running to hospital and clinics on the slightest contacts with any minor ailment which the school nurses could have taken care of in school. These, frustrated by the hospital routine could sit patiently for hours if need be hoping that the day would be past spent when they had their treatment.

Four youths had quit school to go in search of work while four others had found work but failed to get certification because of non-attendance at school.

Two boys were so deeply interested in airplane and airplane-mechanics that they were spending their time at the flying fields as volunteer helpers to the pilots and mechanics there.

Two boys said they had to truant in order to be "in" with their "gang".

Two boys truanted because of physical defects and the accompanying sensitiveness.

Five boys were too busy after school to go home and couldn't spare the time to stay after school every night in order to make up home-work.

Three started with the millmen from three to eight and came directly to school.

The "Wardens" and "Enforcers" gave little explanation for their truancies. They just said they had to go. Their class is later interviewed in detail in the next chapter.



### JAYSON

ways, or played in front of the house. The boy's  
 was from the first when he became very healthy and good  
 that could be used in school. These friends and family  
 for him as usual. Eventually they had picked up and  
 returned to their home. The Compulsory School Law would  
 then be the result of the law.

Often the dislike of school means a lack of adjustment  
 in progress. One boy comes to mind who trusted former  
 days and the Supervisor of Attendance found him in the  
 Public Library reading the "Lives of Great Men". When  
 he arrived at school he surrounded him with "Lives".  
 That boy would read forty books a month and could give a  
 very good review of each one read. He was gradually  
 introduced to a bit more diversified program. Reading  
 to him was as play and that boy went forth with a leisure  
 time attitude that will probably save him from any pit-  
 falls.

One boy trusted from his home school because it did  
 not give him ART as a major course. The boy came to  
 school showed talent in drawing. He worked with soft pencils  
 instead of brushes. He thought his home school could not  
 enter to his talent. The boy came loaded with ideas, ex-  
 perience and a generalized art. Soon the boy's talent  
 was recognized and he was taken to the General Public Art  
 School on Saturday. He attended very well at all times.









[illegible]





EFFECTS

## TABLE XVII.

ACTIVITIES OF TRUANTS WHILE OUT OF CLASS  
AS RECALLED BY THEM

Stealing goods from trucks	X
Riding on Tennessees	
Riding on the rear bumpers of buses or street cars	X
Riding car-fans	
Riding in or driving stolen automobiles	
Breaking windows in vacant buildings	X
Breaking house or store windows	
Breaking railroad car windows	
Breaking and entering buildings	X
Breaking electric lights on street	
Running cars	X
Street begging for money for shoes	X
Illegal street peddling	X
Scouring dumps for junk to sell	X
Stealing from parked cars	X
Cleaning cars	X
Polishing shoes	
Running errands for storekeepers	
Selling newspapers and soap-sheets	
Going to shows (Stealing in via fire-door, etc. times)	X
Slamming	
Fishing	
Swimming	X
Baseball and football	X
Gambling with cards	X
Shooting craps	
Stealing from stores (shoplifting)	X
Stealing milk bottles	
Therapies	X
Destroying property	
"Thieving" long-distances piled to other stores	X
Riding freight cars	
Banking in huts or moving vans	
Stealing goods from stock-yards and water-front	X
Loitering at fire-alarm	
Reading at home (or out) or at Lilmore	
Fishing through sl-cans for waste, broken bottles	X
Immoral practices	
Destroying furniture	
Loitering in department stores	X
Loitering in cafes or pool-rooms	
Running round street corners	X
Selling stolen goods	X
Buying stolen goods	
Looking for work	X



## EFFECTS

Working on trucks, the boys and the others  
 Trying various keys to house doors  
 Playing roll and making places

## EXCERPTS FROM CHAMBERLAIN'S LETTERS

(1) "The way on I played trumpet I remember I thought I was getting something over on my teachers and I did not like the Algebra and the science that we had. I liked the shop teachers but I did not catch on quite well.

When I lived near the water I used to play trumpet and go fishing down the harbor. I'd stay over night. Then I'd take a truck into town and see a movie or go to the big dept. stores and have some fun like riding the elevator button, riding up and down or go near 3. Avenue or 4. St. and have fun with the men selling things and yell "here's the cop" to chase him."

(2) "This is the first reason why I was truant. One morning I was late for school and I had to go to the 4:00 school and I told one of my schoolmates that I had to go to 4:00 and he told me that if I would be late again I would be in trouble for time. Well next morning I was late again and I did not go to school so that I would not have to go twice a day or I had to go at 4:30.

Another reason is that I did not like my math teacher. He was a very strict teacher."

(3) "The reason I "hooked" was because I didn't want to go to school. I did not like my teachers and the



### EFFECTS

Afternoon, and I got up at 10 o'clock. It was then I went to the boy's club after supper. And I played cards until after 10 o'clock. When I got home, my father looked and I was trying to find a way to get in when my father yanked the door open and grabbed me. He began hitting me around and beating me and he said I was not good that I wasn't going to be coming home at that time of night and that I could get out and stay out. And then he stopped hitting me and asked me how much money I had. I told him \$2 and he said "let me see". Then he took it and when he started to hit me again, I ducked and ran out the door. He yelled that I needn't come back, so I went down the street and I slept in the hall of an empty house, and the next day I went over to shine cars so I could earn some money to eat. And one of the boys told me that there was looking for me to beat me again, so I stayed away and slept on the ferry at night. I was afraid to go to school so he wouldn't catch me. Then the police found me on the ferry and took me to the station-house and then took me home and they told me I must come in when my father was home."

(4) "I played truant because I didn't like a couple of my teachers. They were too funny. When I played truant I went to shops and sometimes in the street. I played truant on account of one teacher who didn't like me. When I was absent at the beginning of school I had to make up."







## EFFECTS

some work that I missed. One night after school I gave her the story as correct. The following week I asked her for a notebook so that I could write the rest of the story. She said then you give it to me. I told her that I gave it to her and that I haven't written in it since I gave it to her. Since then she has been calling the headmaster to have me thrown out of the school because I didn't want to write up the summaries in the notebook again. I have never got into any mischief with any policeman and I was never truant before."

(5) "I used to take almost every Tuesday off school we used to have a milk meet every Tuesday. Because milk was too hard. I went to the shops most of the time I was out, I picked milk bottles to get the price."

(6) "I did not like the school I was going to because I did not like the hours. I couldn't stay in school too long. I went to be outside. I sold papers, worked with a truck driver and went to shops during my truant."

(7) "I formerly went to the ---High School. I played truant because I didn't like Mathematics and Drill. Every time I had to drill I wouldn't show up. I didn't play basketball except at the other lessons, but especially basketball and Drill. Every time I played basketball I went and earned money, and then went up the hillside, and I came out at 1:30 o'clock. I was talking to my old school school



## EFFECTS

where they did not drill and leave a little easier on the left."

(8) "I truanted because I didn't like my teacher. Every word I said she would contradict me. It was second year of French and I had a different teacher the year before. When I came into my second teacher she taught almost a different French and I didn't like French any more. I wanted to change my course but they wouldn't let me, so I truanted from school. I went to a show and I hung around corners when I wasn't in school."

(9) "I truanted because some of the boys in my grade wanted me to. We used to hop trucks and do a little thieving. But I began to get wise to myself. I wanted to know when I dared to do it."

(10) "When another boy and I used to hood we used to take our bee-bee guns and go down near the railroad tracks and see how many bulls-eyes we could get on the car windows. The railroad police chased us one day and caught us, and we didn't go there now."

(11) "I am writing this letter to express my thoughts of truancy. One of the reasons was dislike of school because of my teacher. I went late school on time and spoiled the teacher's record. I was messed up. Rather than go in late, I stayed out. So I am sent to this school. There the hour is short and the teaching is not



# APPENDIX

"and the Lord God said, 'I will have.'"

(12) "I was in the first school because I did not like it. I did not like the teacher or the school. At the beginning of the year I began to be unwell. I was with a certain teacher. He would not, so I was moved to transfer to another school. I was not happy there and found it hard to stay there. Soon I got discouraged and quit. After about a month, I was caught and sent to this school."

(13) "Why did I play truant? At the school I came from we had no recess. It was very tiresome. I can't stand being in one place so long. If we had had a fifteen minute period to go out and play or stretch our legs this school wouldn't have any of our boys up here. I have only been here two days and I think it is the best school in town. The teachers make you feel like working and give you a few breaks."

(14) "I played truant because I did not like my wood-work teacher. So I used to stay home. My wood-work teacher used to yell at me when I made a mistake in my work. Sometimes I used to get the stick and get blamed for doing things I did not do. That's why I did not go to school. None of the teachers seemed to like me."

(15) "I played truant because in the school I came from I worked and studied hard for five hours, then when it was time to go home I was tired and went home. By











## TRUANTS

(1) Absence from school, (2) lack of training in physical education or conduct, (3) a feeling of inferiority or inferiority complex, (4) or limited mental capacity, or (5) lack of health or of physical defects.

## COURT RECORDS

Court Records have a decided relationship to truancy. According to the records of a Boston Court over 20% of the boys of school age arrested or law breakers, are occasional or habitual truants. The boys themselves admit that their first initiation into the world of crime came while truanting. Truancy was a sort of incubator for bad habits, and means to get food, clothing, shelter, and easy money.

Burt has said "Truancy may well be called the kindergarten of crime."

Any number of cases come to mind to prove the truth of this. This year 188 boys over to the U.S. with court records received during truancy periods.

Among the evil and destructive forces of play which are found in truants can be numbered:-

- Hand to hand fighting
- Shooting guns
- Stealing cars
- Breaking windows
- U.S. and shooting at public places
- Robbing law breakers
- Stealing cars
- Robbing friends
- Shooting guns
- Stealing cars
- Robbing friends



APPENDIX

The law is not at all the kind of substitute  
which would be a good thing for the State to have  
in its power, and which is not needed.

COMMITTEES ON STATE AND COUNTY INSTITUTIONS

It must be remembered that the law is not the kind of  
School law to provide substitutes to State institutions  
in its executive power in building up character, these  
are individuals whom the State must take under its care  
for: "It belongs to the State to protect the rights of the  
child itself, when the parents are found wanting, either  
physically or morally in this respect, whether by default,  
negligence or misconduct... It is the right and duty of  
the State to protect, according to the rules of right  
reason and faith, the moral and religious education of  
youth, by removing public impediments thereto in the  
way."

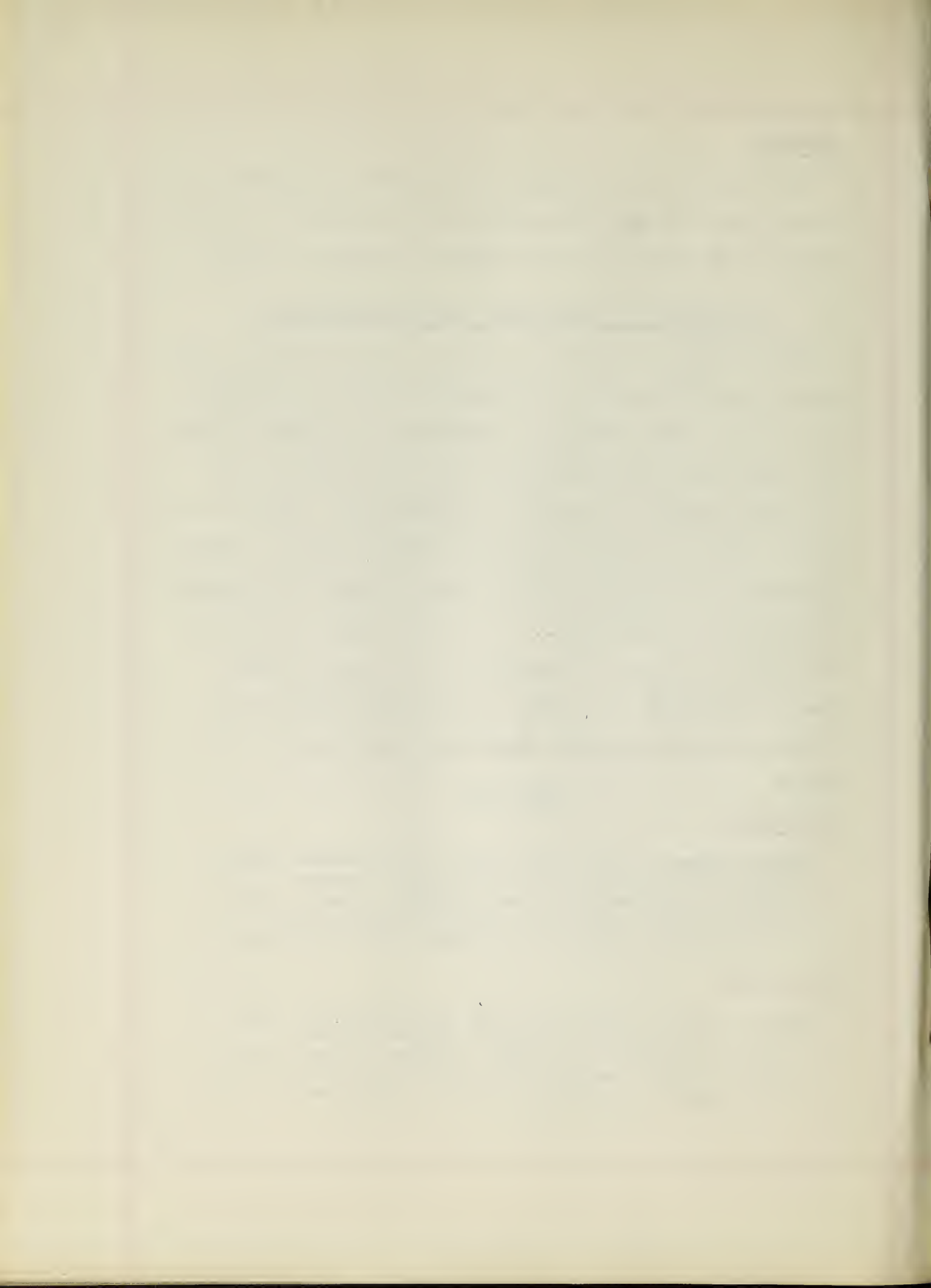
TABLE XIV.

1914-1915

Whole number of boys enrolled -----	100
Number of boys committed to Middlesex County Training School on school charges -----	14%
Number of boys committed to State institutions on charges of police or parents -----	11%

1916-1917

Whole number of boys enrolled -----	107
Number of boys committed to Middlesex County Training School on school charges -----	14%
Number of boys committed to State institutions on charges of police or parents -----	7%





RESULTS1898-1897

Whole number of boys enrolled -----	226
Number of boys committed to Middlesex County Training School on school charges -----	67
Number of boys committed to State institutions on charges of police or parents -----	67

1897-1896

Whole number of boys enrolled -----	267
Number of boys committed to Middlesex County Training School on school charges -----	77
Number of boys committed to State institutions on charges of police or parents -----	77

1896-1895

Whole number of boys enrolled -----	233
Number of boys committed to Middlesex County Training School on school charges -----	97
Number of boys committed to State institutions on charges of police or parents -----	67

1895-1894

Whole number of boys enrolled -----	231
Number of boys committed to Middlesex County Training School on school charges -----	107
Number of boys committed to State institutions on charges of police or parents -----	77

1894-1893

Whole number of boys enrolled -----	501
Number of boys committed to Middlesex County Training School on school charges -----	67
Number of boys committed to State institutions on charges of police or parents -----	37

1893-1892

Whole number of boys enrolled -----	255
Number of boys committed to Middlesex County Training School on school charges -----	47
Number of boys committed to State institutions on charges of police or parents -----	67



LETTISTE1932-1933

Whole number of boys enrolled -----	548
Number of boys committed to Middlesex County	
Training School on school charges -----	1%
Number of boys committed to State institutions	
on charges of police or parents -----	1%

1933-1934

Whole number of boys enrolled -----	597
Number of boys committed to Middlesex County	
Training School on school charges -----	5%
Number of boys committed to State institutions	
on charges of police or parents -----	7%

1934-1935

Whole number of boys enrolled -----	414
Number of boys committed to Middlesex County	
Training School on school charges -----	5%
Number of boys committed to State institutions	
on charges of police or parents -----	6%

1935-1936

Whole number of boys enrolled -----	428
Number of boys committed to Middlesex County	
Training School on school charges -----	1%
Number of boys committed to State institutions	
on charges of police or parents -----	4%

1936-1937

Whole number of boys enrolled -----	370
Number of boys committed to Middlesex County	
Training School on school charges -----	5%
Number of boys committed to State institutions	
on charges of police or parents -----	5%

1937-1938

Whole number of boys enrolled -----	380
Number of boys committed to Middlesex County	
Training School on school charges -----	5%
Number of boys committed to State institutions	
on charges of police or parents -----	7%



EFFECTS1938-1939

Whole number of boys enrolled -----	360
Number of boys committed to Middlesex County Training School or school elsewhere -----	7%
Number of boys committed to State institutions on charges of police or parent -----	2%

1939-1940

Whole number of boys enrolled -----	357
Number of boys committed to Middlesex County Training School or school elsewhere -----	8%
Number of boys committed to State institutions on charges of police or parent -----	5%

1940-1941

Whole number of boys enrolled -----	360
Number of boys committed to Middlesex County Training School 3 boys -----	8%
These 3 boys were tried in foster home but ran away.	
Number of boys committed to State institutions on charges of police or parent -----	5%

It is to be noted that this year the commitments to Middlesex County Training School dropped to "3". This is the last record the school has had in its twenty-five year experience. Since the only departure from "normal" was the installation of a Play Program in the very 1937-1938 of a year in which well in the subject and well liked by the boys, the Physical Activities program must be given credit for the phenomenal record achieved this year in the saving of trouble from institutional life.

So tied as to the power of Play in inducing attendance and reducing truancy, a question was sent to the boys present at the last day of school asking this question,







## EFFECTS

"What do you like best about Discipline Day School?"

The answers were back in this order of preference:

1. The teachers.
2. The Play Periods.
3. The Program.
4. Home Lessons. (None)
5. Girls. (None)
6. You feel "comfortable".

The very reasons the boys gave as cause for their truancy are almost identical with the reasons attributed to their success in new surroundings.

## DELINQUENCY AND COURT RECORDS

That delinquency and truancy are closely intermixed is shown by the following table, which gives the actual court records of delinquencies committed during truancy by 71 out of 110 truants.

TABLE 15

Summary of the Court Records Acquired by a Group of 110 Truants During their Period of Truancy

Stealing -----	67
Larceny of Cars -----	15
Larceny from Parked Cars -----	3
Larceny of Bicycles -----	11
Larceny of Milk Bottles -----	7
Shop-lifting -----	5
Larceny of Radio -----	1
Stealing Purse -----	4
Stealing Cigarettes -----	5
Stealing from Trucks -----	2
Stealing Milk -----	4
Stealing Food -----	6
Stealing Toys and Games -----	3
	<u>67</u>



OFFENSES

Breaking and Entering -----	20
Breaking Windows -----	3
Evading Fines -----	2
Graffiti -----	3
Hooping Freight and Street Cars -----	4
Immoral Practices (Connection with Br. and Ent.) -	8
Malicious Destruction or Defacement of Property -	2
Vagrants -----	6
Total of Cases -----	114

Truants with Records -----	71
Truants without Records -----	39
	110

The items of delinquencies listed above are actual cases which have been heard before either the Juvenile Court or juvenile sessions of regular municipal courts. There is no doubt in the minds of those familiar with these boys and their behavior habits that many more delinquencies were committed that were not recorded because the perpetrators managed to escape detection. Enough cases appear in the list, however, to convince one that the community, and most of all the boys themselves, would have been far better served had the school offered these boys enough of interest and attraction to have engaged their whole minds and attention during school hours.

About 88% of this group of 110 truants, or 97 boys, were actually apprehended in breaking the law, and this number does not include those boys who were taken into custody by Attendance Officers on the charge of Truancy. I have purposely omitted the cases of Court Records for Truancy, because every boy in the group was a known



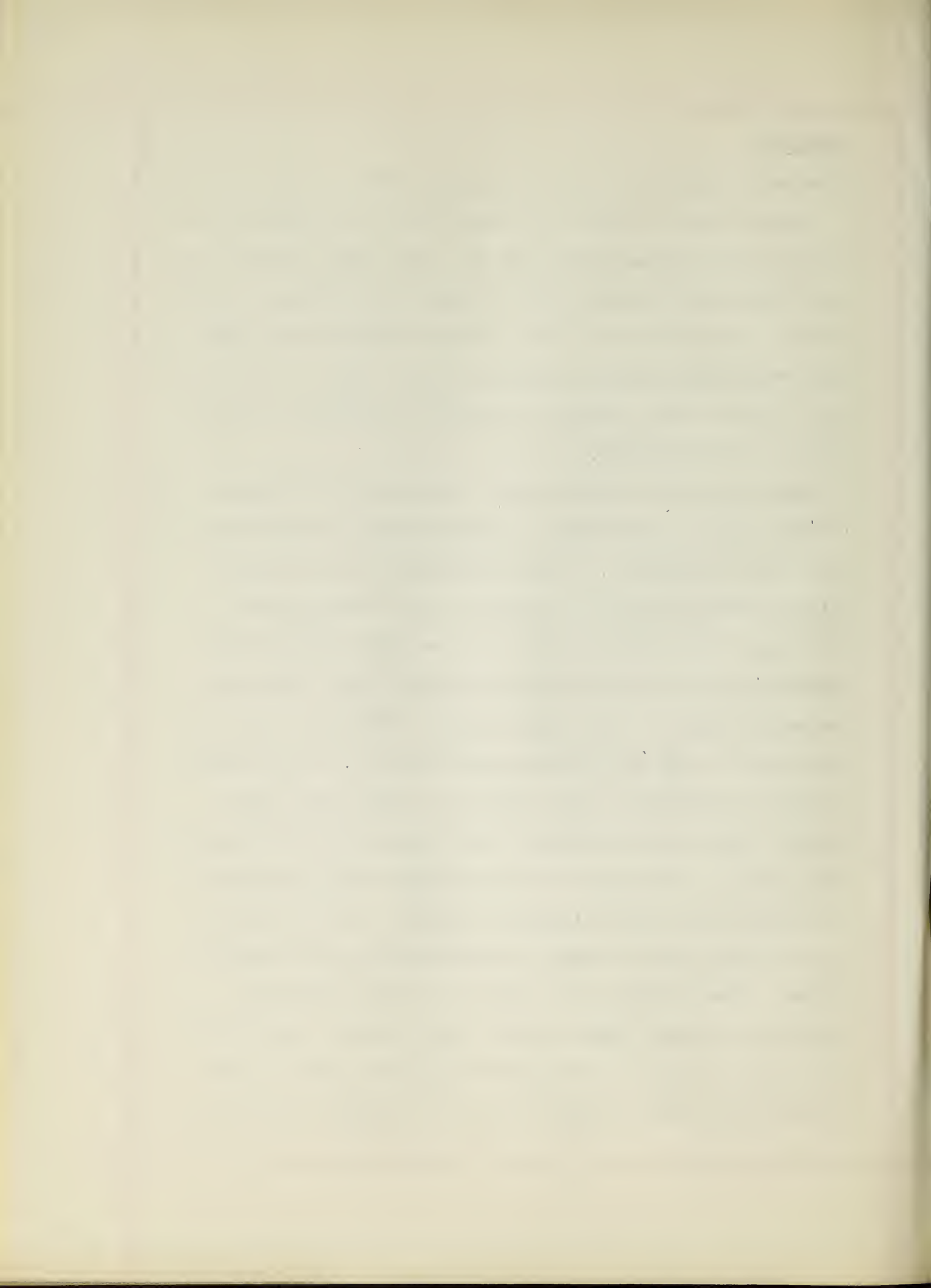
## EFFECTS

whether he had been taken before the courts or not.

There were 15 truants or about 15% of the group of 110 truants. The claim was that they had never been involved in any difficulty with the police during their absence from school, although some of the number admitted that they had broken laws during truancy and that only the fact that they had not been caught in mischief had saved them from getting court records.

One truant said that he and a companion had "hopped a truck" with the intention of simply taking a little ride out into the country. They were carried to a somewhat distant town, where they spent the day roaming about. They spent what little money they had with them on food. Then they concocted the plan of waiting until dark and robbing a store of its cash. While they were in the store, a police officer surprised them. They bolted, but his dog escaped in the darkness of the alley, but a bullet fired by the officer struck the leg of the companion. They hid in a doorway, or hall and later in an unoccupied building, the truant aiding the injured boy and helping to stop the flow of blood by bandaging with his handkerchief. They finally made their way to the railroad station and took a late train, using tickets bought with the stolen money, and at last reached the home of the injured boy, whose father, he said, "removed the bullet."





## EFFRICES

pressed the wound, and thanked him for helping the law have safety!"

Another young man, held in jail for burglary and entering a store at night-time, admitted upon his return to school that the plans for the robbery had been formulated while he and two others had been attending a motion picture show during school hours. Moreover, it was the picture, he said, that gave them the idea that they could effect an undiscoverable theft.

Stealing empty milk bottles from one chain store in order to replace them in stock at another such store was one of the offenses some of these "no record" boys confessed.

For the most part the charge of "loitering for food" was against boys who were run-around and who were sleeping in freight cars on railroad sidings or in furniture vans in out-of-door parking spaces.

One truant, charged with the theft of automobile tires and tubes, told us first that he just took some old tires that were in a neighbor's garage. Pressed for further detail, he finally gave the information that they happened to be attached to the wheels of a car, registered and ordinarily in use, and that the wheels were removed with two knives. He sold each unit for twenty-five cents apiece! His only comment on the activities of the police in finding them and restoring them to the owner was that "they



### EFFECTS

Power's "luck good" story!"

It is noted that truancy should lead on to delinquency. The boy who is a truant tries to cover up his first transgressions by lying about his absences. If he succeeds in avoiding detection, he continues to truant and to lie. He has to be deceitful and covert in his actions also because he must avoid being seen on the streets during school hours. He has to pick out hiding places in which to spend his outlawed hours, and he seeks spots unfrequented by those who might censure him. It is in such unfrequented hiding places that he usually gets his first introduction to crime and to persons more perverse than he is. From that point on, unless he is severely checked, his downfall is rapid.

One truant related that on his first truancy he sought a "litteral" spot in a large park. He found there a group of men gambling. They invited him to join them, which he did, and the spot became his usual haunt, until the police discovered it one day and broke up the coterie. The boy had by that time become an inveterate gambler and had begun to steal to recoup his losses.

In this group of 110 truants, five have come to the school after having been released from a state institution to which they had been admitted by the courts for delinquencies. One boy had been sent to the state hospital for a long time after being committed to the state hospital for a long time.





## EXTRACTS

The Commissioner. That officers of the committee should be notified. The other four, however, stated that they were not going to be notified at all, and that they should be left alone in school.

In a survey to ascertain whether truancy preceded delinquency or whether delinquency preceded truancy, the following facts were revealed:

TABLE 16

Truancy - Delinquency Record of 110 Boy Truants

Truancy First or Delinquency First?	No.	%
Pupils who were Truants before Delinquency -	53	48%
Pupils who were Delinquents before Truancy -	16	14%
Truants with no other Delinquencies -	11	10%
Total	110	100%

Faced with such records of delinquency and of offenses committed during school hours, it would seem to be the logical task of the schools to lend every effort toward wiping out truancy in order to cut down the enormous amount of juvenile delinquency with which our cities are being plagued. A boy kept busy and contented in school, has little time for planning serious mischief.

## ACADEMIC STANDING

TABLE 17

Academic Standing of 110 Truants

Academic Failure in School Work	No.	%
Failing in One Subject -	16	14.55
Failing in Two or More Subjects -	95	85.45
Passing in School Work	1	0.90



## EFFECTS

No matter what may have been the cause of a boy's truancy, the time lost from his class work could not help but injure his scholastic standing. Two or three periods lost from one class in a Junior or Senior High School leaves a small gap, but in his work, and two or three days of absence, unless he has a bright mind, leaves his flowcharting badly. Repeatedly a boy transferred to the Trust School had one of two or three days of truancy. In nearly every case there were numerous repetitions of truancy or prolonged periods of truancy before the transfer was made.

Truancy and low scholarship are a vicious circle. When the boy truants, his school work suffers, and as his school work becomes more difficult, the urge to run away from it grows stronger. None of us like to continue doing tasks which become unpleasant. It is hard to tolerate unpleasantness.

Piaget\*, in his chapter on "The Laws of Learning", Page 121, says:-

"Among the results from a given response may be so great that the individual is baffled and a result. He feels that it is impossible to proceed and so he turns away from the given situation. He gives up. He refuses to report. This is what happens when things are too difficult for us. We are trying to solve a problem but reaction after reaction takes place with no solution so that eventually we are compelled to 'give up'."

That is just about what happens with the truancy. It takes no more than a strong character to do it.

\*Piaget, "The Laws of Learning", p. 121.



### EFFECTS

skill failures, as observed in the school situation, and the effects of the school situation on the children's reading, the results of this investigation indicate that the school situation is a significant factor in the process.

### AGE-GRADE LEVEL

In the 111 children under 15 years of age, the average chronological age of five years of age, the average chronological age of Grade 5 level is between 10 and 11 years. With this group of 111 children, the age-grade level shows a different average.

TABLE 10

Age-Grade Level for Group of 111 Toronto

Number of Toronto	10-14 yrs.	14-15 yrs.	15-16 yrs.		
Grade 7	0	0	10	-	10
Grade 8	11	10	31	-	51
Grade 9	1	10	10	-	21
Grade 10	0	1	4	-	5
Total					110
Over-age for Grade 7				71 out of 110	

In explanation of this table it should be said that the numbers and ages given for Grade 8 and 9 are fair pictures of the average age distribution for students in these grades, but that the numbers and ages given for Grade 7 and 10 do not give a complete picture, for the reason that the school's number of 111 children special classes usually to contain classes for lower ability.





### OFFSETS

The Grade 7 pupils listed in the table were 1,174, many of whom had been sent to the Division for who they were comfortable in the company of boys of their own size and age. The Grade 10 boys had special needs in schoolwork which placed them in the particular Division. The table is offered only to show the large number of truants who are older for their grades than the average public school pupil.

A pupil entering kindergarten at the age of five years, the regulation age, would, if he spent but one year in each grade, be between the ages of 14-15 in Grade 7, 15-16 in Grade 8, 16-17 in Grade 9, and 17-18 in Grade 10. As shown in the foregoing table only 11 of the group of 41 truants listed for Grade 8 were average age for their grade, while 50 were one to two years over-age for that grade. In the Grade 9 group, one boy was younger than average for one year, 15 were average and 16 or more than half of that grade group were a year over-age. Although the Grade 7 group is not a complete group, it shows 15 boys one year over-age, 10 boys two years older than average for their grade.

It is recommended that frequent checks be made of the progress of these truants, who, even though physically older or only average in intelligence, could have, by steady application, secured some measure of success in their school-work.



## EFFECTS

Let only that, the habit of attending school, and the frequent thought of education, which is awakened after he reaches 15 years of age. With very few exceptions, the habitual truants are the truant boys of the months - or years - that lie between the present and their 15th birthday, when they are shake off school with all its bonds, and sail forth into the world to master from its own thrills or excitement it has to offer them. It is one of the truuant school's most difficult tasks, this trying to awaken an interest in future non-to-plenary education or training.

In spite of their past reaction some of these truants, at their near 15 years of age, regret their failure to have availed themselves of their educational advantages, and they take a new interest in schooling. They discover that there were a liking for some particular fields of knowledge hitherto unfamiliar to them, and they arouse themselves to renewed activity. They are given helpful lessons in foundation subjects and transferred to a public school best nearly fitted to train them along the lines of work they wish to follow.

Four of five times a year groups of boys who have been excellent members in the matter of attendance are, if they desire it, transferred back to their own district schools or to a school offering special courses of instruction for them. If it is possible in the case, they are placed in





## EFFECTS

credits earned in the Truant School for the completion of the year, he is allowed to do so, and in fulfilling membership requirements, he may even earn home-school credits for his work. The disciplinary school awards a diploma for satisfactory completion of credits, but the diploma is always engraved with the name of the home district school, in order that no stigma may attach to the honor.

As will be shown in a later table, 15 out of this group of 110 truants, were transferred back to regular schools to continue their schooling, and eight were certificated for work after reaching 15 years of age, with the obligation resting upon them of fulfilling the requirements of Continuation School until they reach 16 years of age. If they fail to do that their certification will be revoked.

Since the law of the Commonwealth of Massachusetts requires school attendance only to the age of 15 years, our "follow up" on further education extends only to that age. Of the 50 former truants transferred to other schools, only one was returned to the former school. He said that he had found none of his old associates in his class, that he had felt uncomfortable, and that he had been told that he had been truant purposely, and that he had been sent to the truant school. The school was



## EFFECTS

As all persons with this record, but he was taken in, and not until he reached 18 years of age. He had not a single chance during this time, - neither of ever looking after his own future nor with a partner in industry or in his career. He was a different man, but a gladder, and was successful in his school-work when allowed plenty of time.

There is every reason to believe that frequent truancy retards a pupil in his progress through school, causing him to be obliged to repeat grades; that it destroys his interest in further education after 18 years of age.

## SUMMARY OF EFFECTS OF TRUANCY

At the beginning of this study the question was raised: "Should the prevalence of Truancy in our schools cause thoughtful concern?" Our conclusion to this question is "Yes, decidedly, yes."

In the first place from the point of view of school expense Truancy is very onerous for a large amount of wasted costs. Knight, as noted in the Introduction, places the cost of irregular attendance (absences and tardiness) in the United States at \$175,000,000 per year. But that estimate, as it is, is not to be compared with the waste paid in injuries to the country of school truants through their wild and lawless conduct while leaving school authorities.

Just the act of truancy prevents the opportunity to



### CRIMES.

the part of it, the negative parents and teachers. One big factor is the habit of truancy which is common in the city. The city, however, is divided into districts, quite often, to be classified as delinquents. There is the temptation to stay in school for amusement. It is very easy to stay in school and delinquent act to another, except if the first one is not have passed (unnoted).

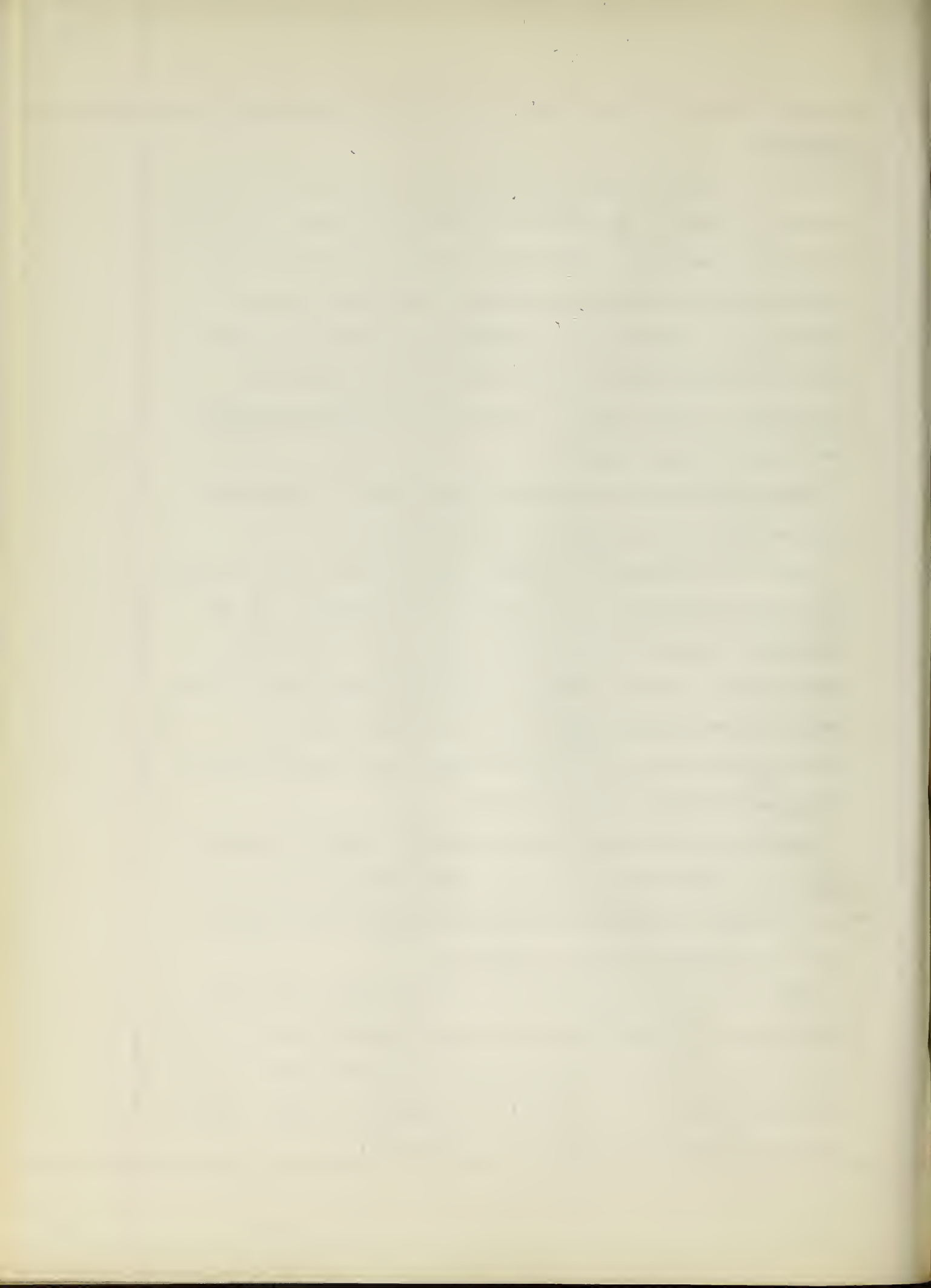
Carpetbagging of truant days are more and more common and are often the occasions of further sin.

Most of the truant, admitted that they had been involved in some crime during their absence from school. 71 of the group studied had been taken to court for their wrongdoing. A survey showed that 73 of the group of 110 truants were truants first and delinquents afterward. 100 were truants and not delinquents. The remainder were delinquents before being truants.

Finally, academic studies suffered with resulting grades - a punishment, for some, even though they were of low average intelligence could have passed their grades, but it not been for their absences.

Education, more or less it is to get back the youth of the country is being trained for good citizenship and the living should be considerably improved over the previous years of truancy, so that it is better of the country and the youth. Fully employed in the city.





## CHAPTER V

### IMPORTANCE OF PLAY AS A CORRECTIVE AGENT

Early in the 1910-1912 term when it was decided to revise the curriculum to put more play even today, of long experience with the boy misdirected by violence was used to list the "11 sins" most frequently found in boys brought by then over a period of ten or more years in order to determine whether or not Play could serve as a constructive weapon.

Included in the list were:-

1. Poor Health
2. Lack of Energy
3. Too much energy
4. Poor Judgment
5. Unstimulated Intelligence
6. Stunted Personality
7. Pronounced Inclination to Idleness
8. Poor and Profane Vocabulary
9. Poor Sportmanship
10. Dishonesty
11. Neglected Loyalty

After getting this list we who were associated provisionally with curriculum to give Physical Activity through Play a more prominent place on the program studied these 11 sins with a view to correcting them through more interest and individualized training.

What could Play do to build up Health? The designated list is often misunderstood, understood it, stated it, granted it, and then of course. The great physical worker had shown that it could build up certain basic habits and habits.



### IMPORTANCE OF PLAY AS A CORRECTIVE MEANS

Franklin D. Roosevelt, Vice-President of the United States, once said that the doctor of the child should be the mother and father. Both doctor and parent were very cooperative in individualizing the program for boys with health defects. In June he concluded that the "bi-muscle" activities really did stimulate growth and that Play then is an absolute essential to the growing boy.

The parent with health defects needs more Play and general Physical education than does the boy whose growth is regular. A make-up course for time lost in this subject is far more important than trying to pull him up to grade in any other subject.

As soon as the boy's health is brought up to normal it's far easier to stimulate a desire for other subjects. As soon, "Play builds the child. It is part of a boy's law of growth. It is in truth for the sake of play and of growth no doctor in it that there is such a thing as a child at all."

Following is an excerpt from a report of Mrs. Franklin D. Roosevelt's speech before the second annual New England Conference on "Tomorrow's Children" in Sanders Theatre, Cambridge.

I quote - "Lessons of the World War draft were ignored for 20 years, with the result that the nation was given its first fundamental lesson in the need for improvement of the health of its young men almost 60 years after the war started in the present draft age group for such improvement had been lost."

She suggested that what he called the "draft age group" should be made up of 200,000 boys in the United States. "One of the most important things to be done is to make sure that the health of the young men should be checked at first in the draft."













### THE BALL AS A MEANS OF INSTRUCTION

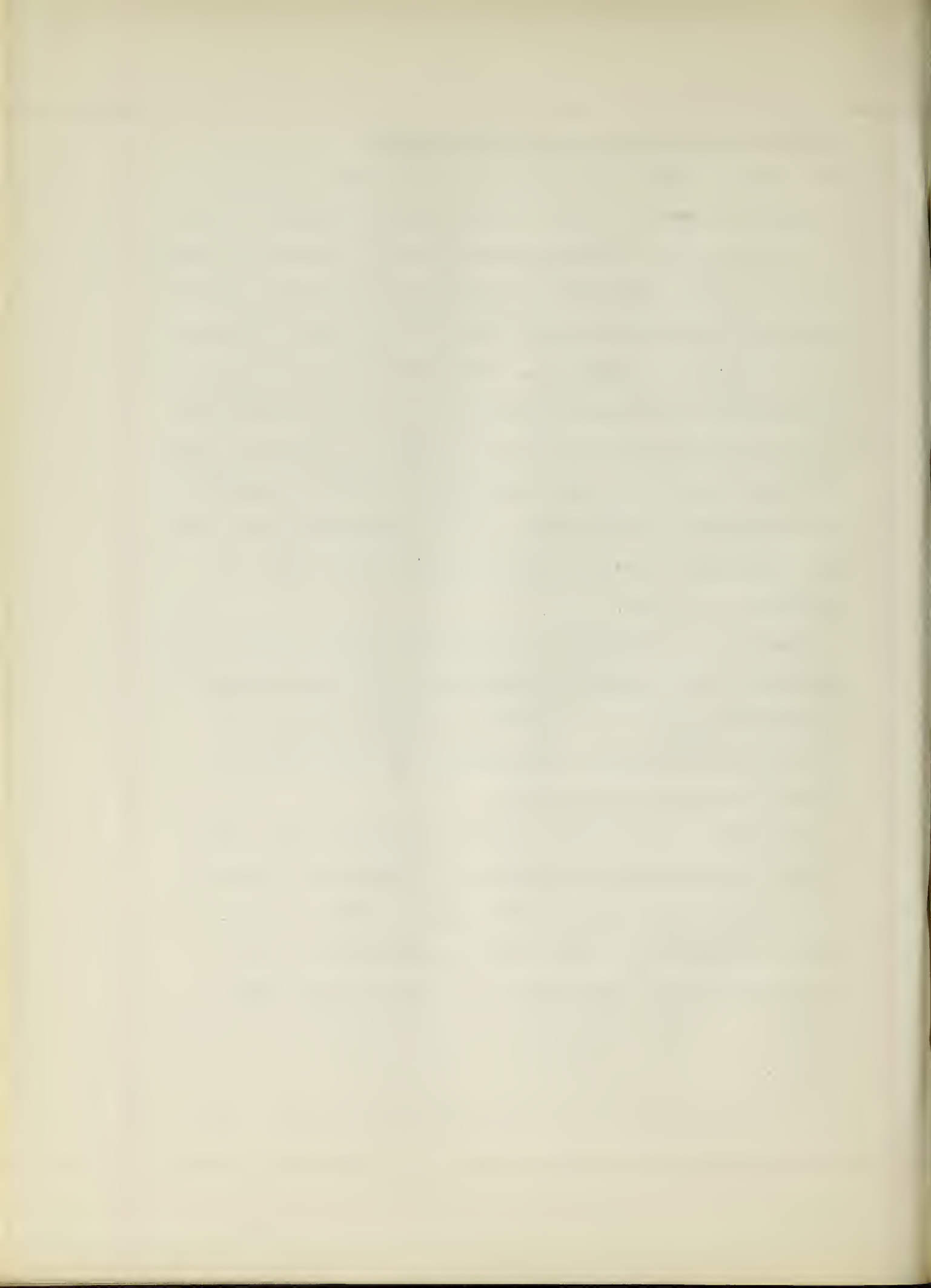
the ball as first released or this? Shall he try to  
throw the ball with a single arm? He must learn  
to throw with a single arm and not with the ordinary  
two arm throw. He must become a ball player. If his  
judgment is right he is successful. If it is wrong he is  
not. He is either a success or a failure. There are no  
half measures in the game. Everything in the game is  
either a success or a failure. It is a game of  
judgment. It is a game of skill. It is a game of  
strategy. It is a game of tactics. It is a game of  
war. It is a game of life. It is a game of death.

Mostly every kind of game is a game of judgment. It is a game of skill. It is a game of strategy. It is a game of tactics. It is a game of war. It is a game of life. It is a game of death.

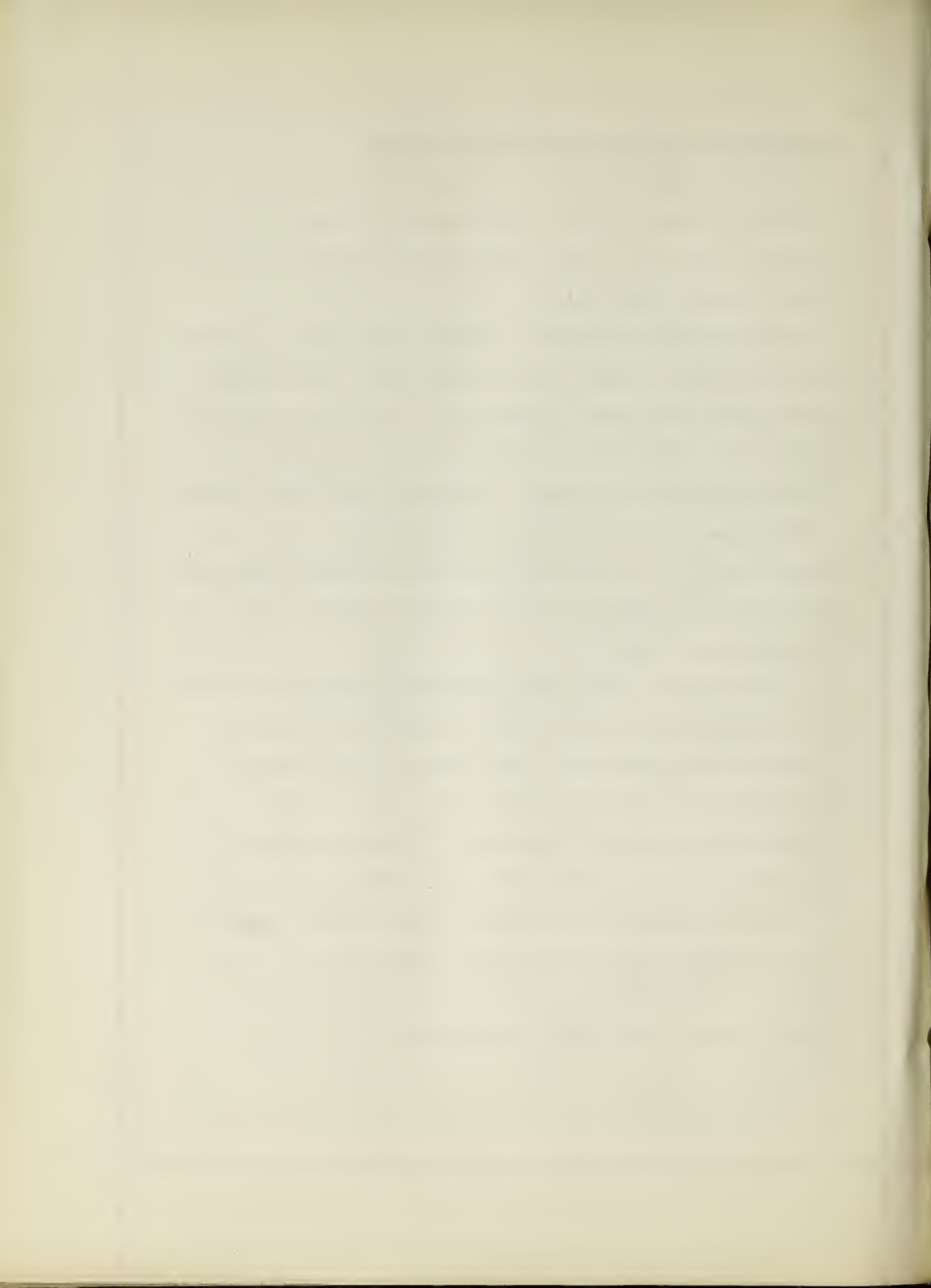
Therefore the baseball field is a game of judgment. It is a game of skill. It is a game of strategy. It is a game of tactics. It is a game of war. It is a game of life. It is a game of death.

Can I play baseball? I shall play it. I shall play it.









### IMPORTANCE OF PLAY AS A DEVELOPING ACTIVITY

111. And still, though the studies on the importance of play in the development of the child are numerous, the question of the importance of play in the development of the adult is still a matter of controversy.

If it is possible to make a distinction between the play of the child and the play of the adult, and to think, here, of the play of the adult, the question of the importance of play in the development of the adult is still a matter of controversy. The play of the child is a play of the imagination and of the imagination, and in a school proper to the play of the child, the play of the child will not become expensive.

112. Play, Balance Personality? Play is a truly educational experience and as such must leave its trail in the larger personality. In play the child reflects his inner self. Our days are often given to emotional outbursts, reflections of love, fights in play, surges of violence, and so on, which reflect the inner world of the child. The child is not a play but is a play, and it is understood that these behavior problems are bound up with the whole life of the child and the field of adjustment may lie in the school, in parental attitude, in all the interactive factors - environment and subjective - that make up the life of the child. We are glad to have play discover these difficulties for the school can do much to remedy them.

113. Under the new education realizes that in the play of the child the child is a play, and it is understood that these behavior problems are bound up with the whole life of the child and the field of adjustment may lie in the school, in parental attitude, in all the interactive factors - environment and subjective - that make up the life of the child. We are glad to have play discover these difficulties for the school can do much to remedy them.





### IMPORTANCE OF PLAY AS A PEDAGOGICAL ASPECT

Our modern educational leadership is not yet too concerned with formal curricula "subjects" nor with "learning" or work formulae as such, but with development and integration of total personalities. Dewey and other educators have made us realize that:-

1. The child learns by doing.
2. The activity must be fundamentally satisfying to the child.
3. The activity must be interesting.
4. Activity should provide opportunities for the development of the human personality including neuromuscular, intellectual, emotional and organic developments.
5. Activity should tend to integrate phases of personality into one functioning whole.
6. Activity must provide valuable opportunities for leadership toward desired objectives.
7. Activity should provide opportunities for increasing ability in self-direction.

Measured by these standards, play and play activities are seen as being always of large value in modern educational measure and sometimes of unique and unparalleled value. Play is always a "doing". Play is, almost by definition, "interesting" and "fundamentally satisfying".

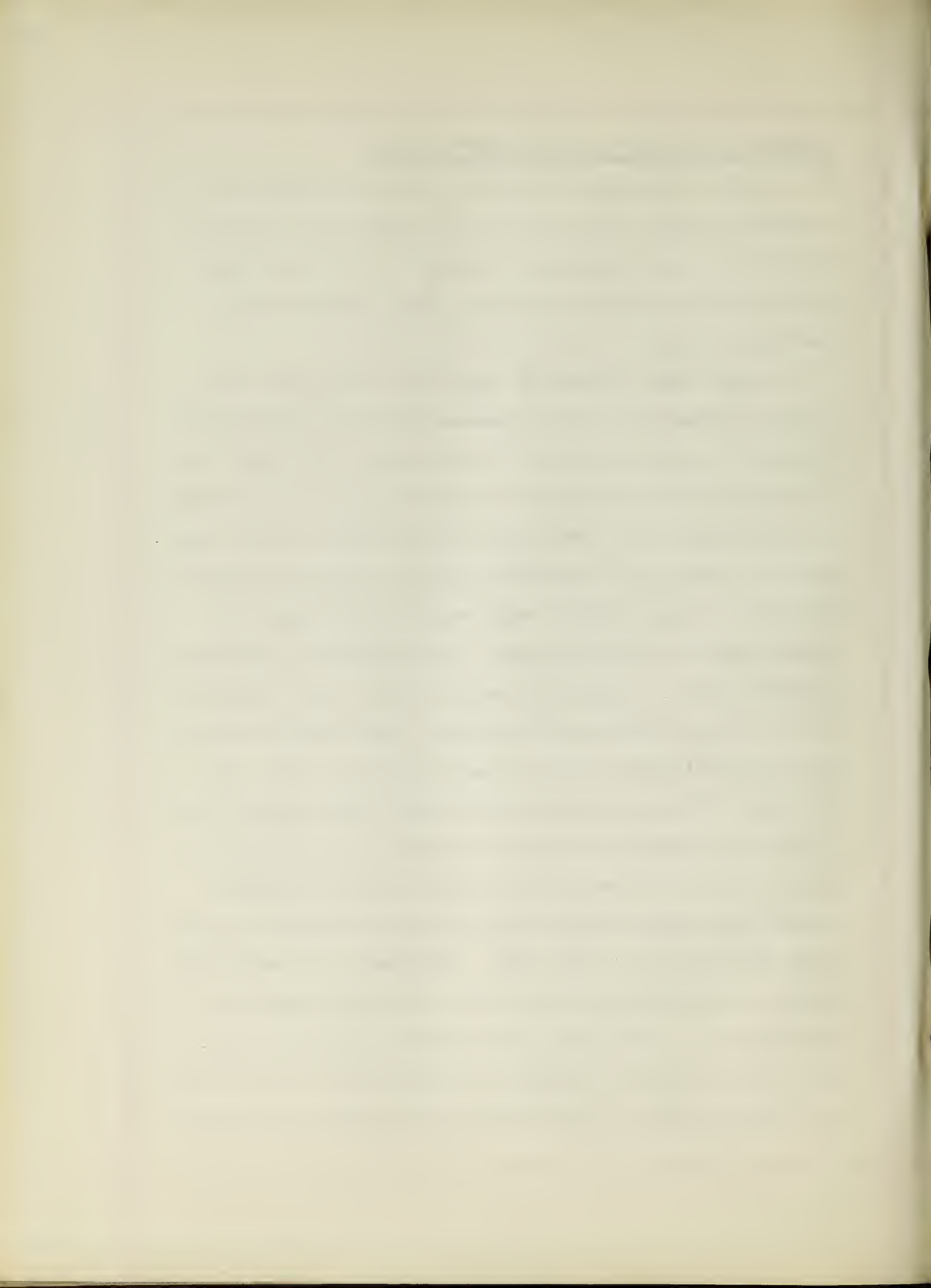
The old idea that a child's personality could be divided up into a number of "departments" is greater, because it



### IMPORTANCE OF PLAY AS A COGNITIVE AGENT

is essential. The subject requires a child, his mind, and his emotional nature. They must be intervened and balanced. Play is the most important intervention. In a game under leadership, the child's emotions, mind, and body are working together.

Can Play Check Idleness? There are many people who always confuse Play with idleness, although the two are almost the exact opposite of each other. The child who is working on his arithmetic lesson is using a few muscles in his fingers and a few cells in his brain, but the rest of him is idle. On the other hand, the boy who is playing baseball is using nearly every muscle in his body and nearly every cell in his brain. His emotional nature is equally active. People will often forbid their children to play with certain other children. There may be reason for the prohibition, but the danger does not come from the play. A boy can play baseball with eight other boys, all of whom belong to a reform school, and, so long as he plays, he will not suffer any harm; but let him loaf around with them for half an hour and the effects of that half hour may mark his whole life. The Devil not only finds things for idle hands to do, but he finds thoughts for idle brains to think and words for idle tongues to say. All of the vices of childhood are nourished in idleness, and almost anything that prevents the idleness will also



### IMPORTANCE OF PLAY AS A CORRECTIVE AGENT

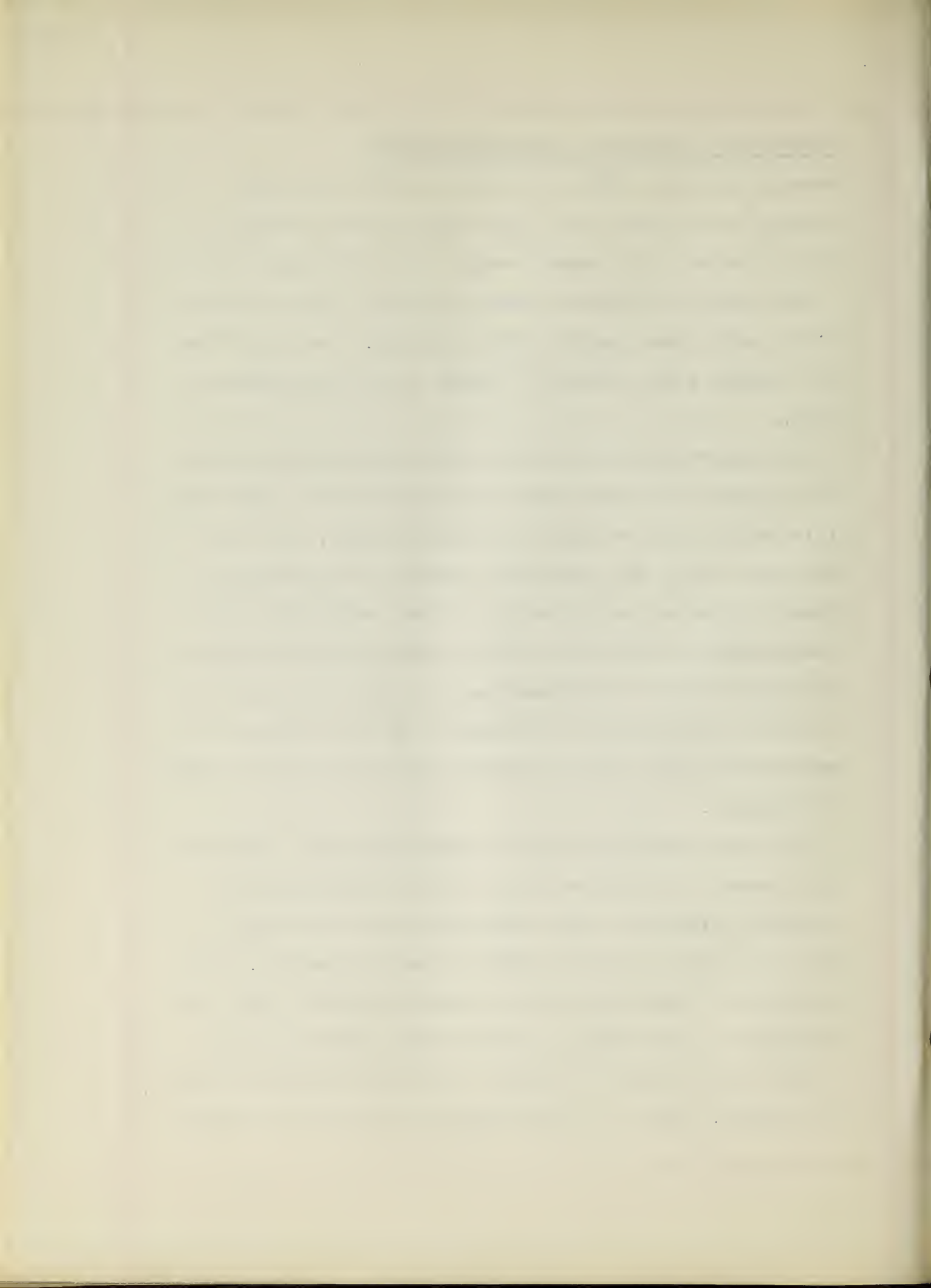
prevent the vice. It is the fact that our boys have nothing to do in the time when they are not in school, that makes the play ground problem the great problem it is.

The habit of idleness, formed in youth, grows habitual, is the result into loafing with its vices. Lee says, "The boy without a play ground is father to the man without a job".

How important then it will be for the community if we can inspire in our boys such a healthy love for sport that leisure time will be spent in vigorous games. If it is necessary for a free country to educate its citizens in order to protect the ballot, is it not necessary to provide recreation for their leisure hours in order to protect their morals? The question of recreation should be a prime consideration of lawmakers; for the formation of evil habits comes almost entirely from leisure hours spent in idleness.

Can Play Give Opportunity to Curb Profanity? Profanity is a resort to primitive forms of vocal expression to relieve a situation which threatens one's well being. Play is a kind of safety valve for pent up emotion. The profanity of youth here is of an automatic sort. It is the language of their homes and their street corners and it "slips out" as soon as a desire for better vocabulary can be created. Play is a fine practice field and boys love



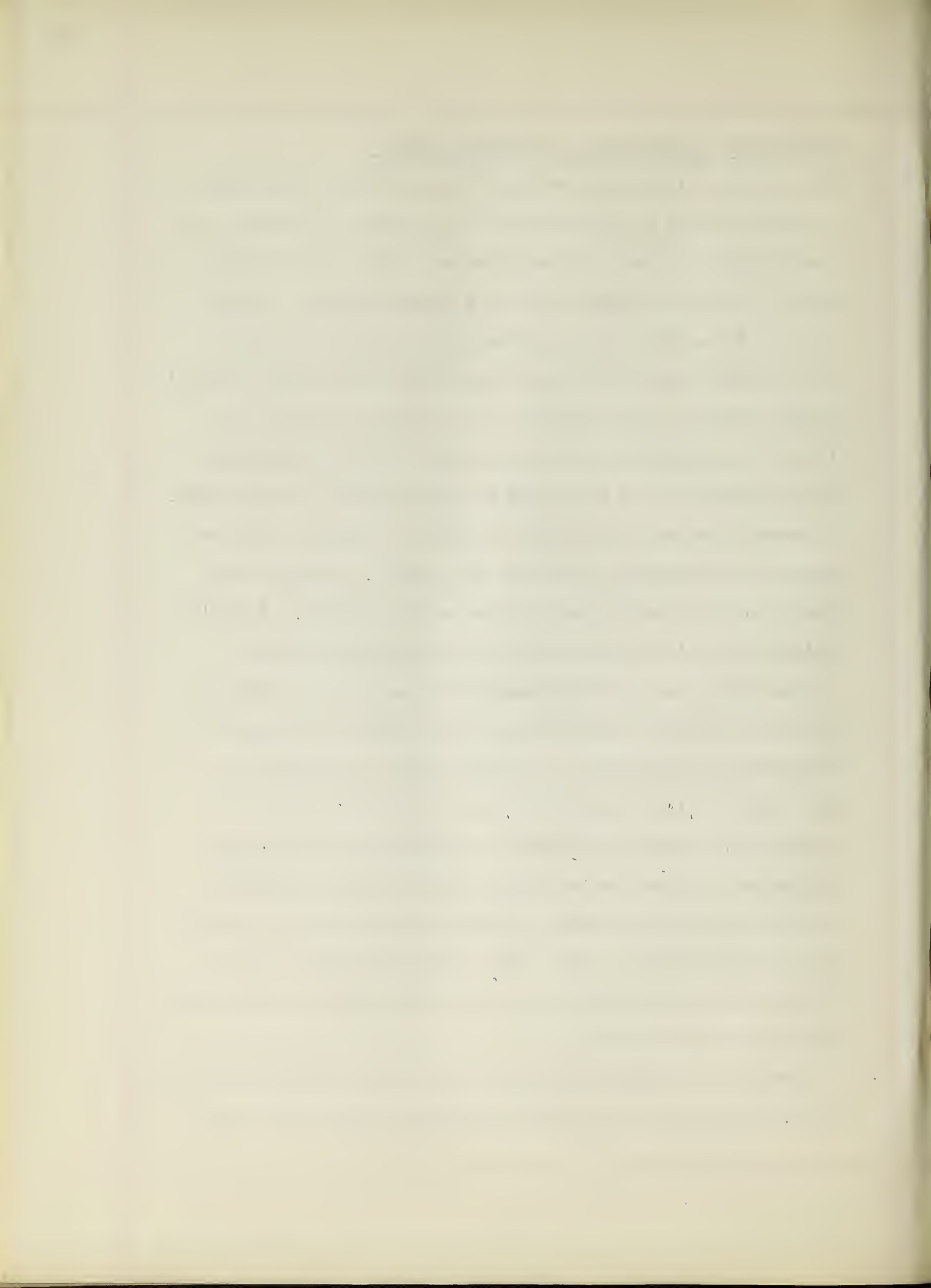


### IMPORTANCE OF PLAY AS A CURATIVE MEANS

Play as that is filthy profane language boys & girls from a good to love he soon learns to control his tongue - at least while playing - or practice of self control during play is bound to carry over into outside life. A great many of these boys take profanity for granted and when they get the merit of "swallowing" the swear words, there's little trouble. Boys really aim to please and if you insist on good clean language they'll break themselves of the habit if not from choice then just to be agreeable. In over 15 years I have not yet found a boy who will not respond to treatment given at our school. You can find good spots and soft spots in the most hardened. I don't believe there's a boy living who is thoroughly bad.

Can Play Develop Sportsmanship? One of the strongest methods we have of influencing the conduct of a youth is his desire to be known as a "good sport", evidencing at all times a right attitude toward both victory and defeat. Those who have had experience in directing athletics believe overwhelmingly that various character values, such as shrewdness, loyalty, self-control, cooperation, determination, fair play, and recognition of the importance of leadership, can be easily conceived of activities of good sportsmanship.

During the adolescent years, the child becomes interested in the activities of his group, his team or club, and

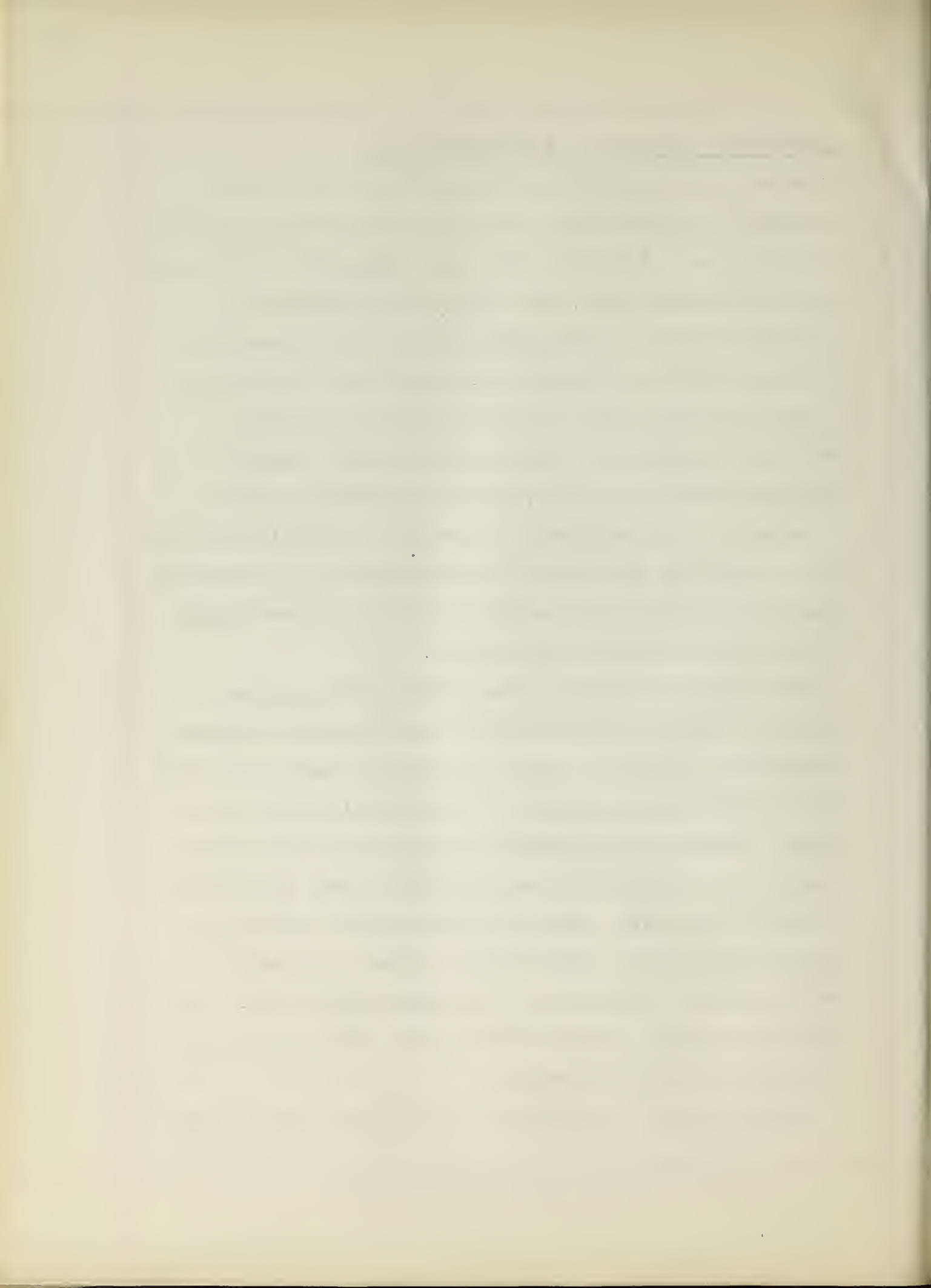


### IMPORTANCE OF PLAY AS A COOPERATIVE LEADER

thus he gains opportunities to learn the many social lessons of groupwork through the cooperative activities of team games. In these games also, especially in the contact-interference games, like football and basketball, opportunities for sportmanlike conduct or its reverse are frequent. It is all too easy often to "slug", to "believe" easily get in the ribs, or to trip, in ways that the officials cannot see. These games therefore present character situations which, under the guidance of the standards of the group or of the coach or athletic director, can be made the occasion for the development of a conscious recognition of the sportmanlike attitude and development of the desired attitudes and habits.

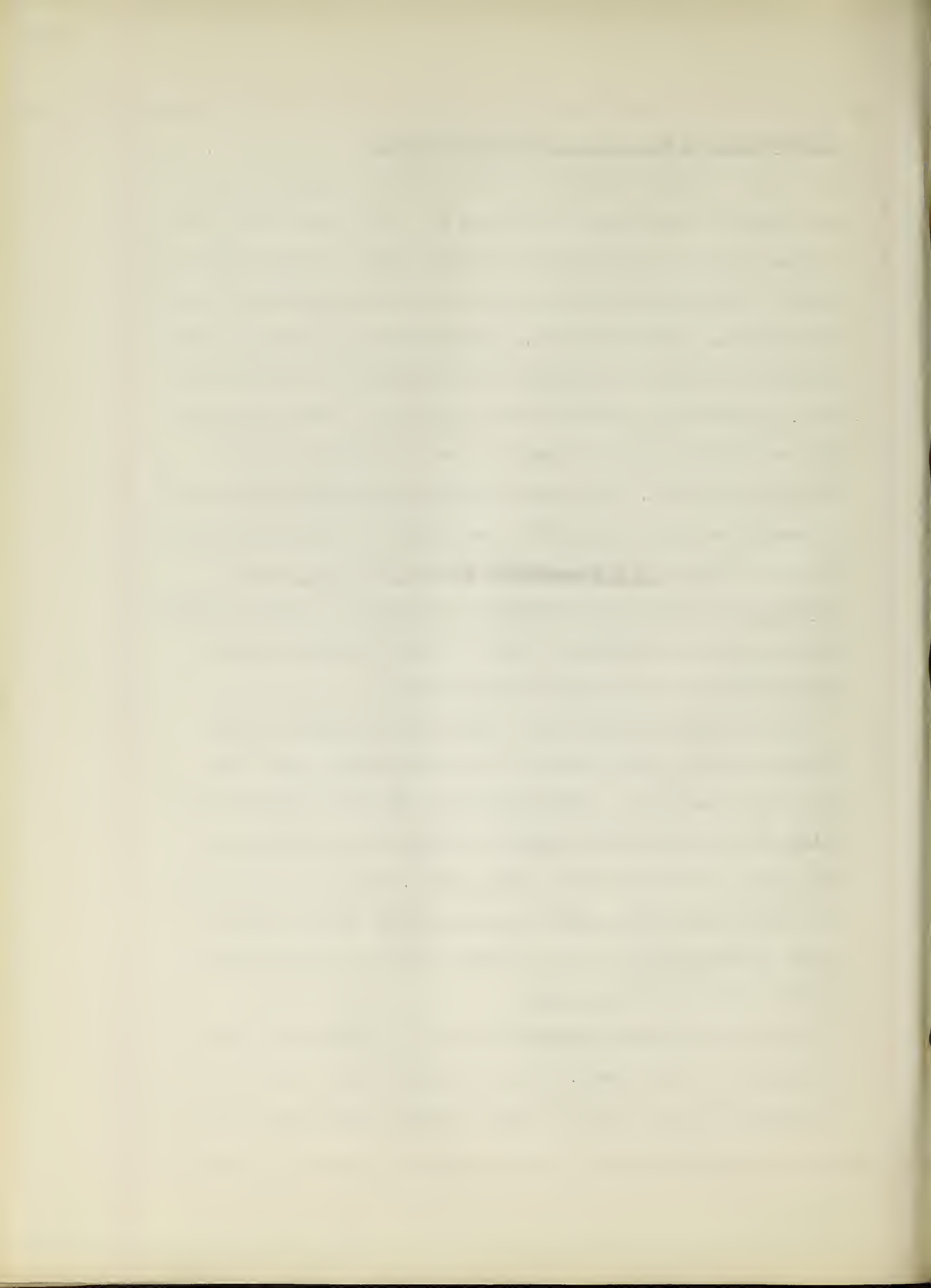
The hours of leisure are the critical time for the making and unmaking of character. Play reaches the intense emotions of a child's nature. It involves total surrender of his interests and powers. He is most himself when he plays. Herein is the remarkable opportunity for the play leader, for emotion and the generative forces, the springs behind all behavior. In the activity of the game are situations involving rivalry, risk, sense of fairness, self-assertion, cooperation, sacrifice, and loyalty. In these foundations a leader can help the child build sound character and good citizenship.

Sportsmanship is positive ethics. It is a practical









## IMPORTANCE OF PLAY AS A CORRECTIVE MEANS

Man into nature life.

Sigmund Freud, Co. in Chicago is quoted as saying:- "We never employ a man from any one of those great school-graduates. We have found that the athletics in these schools are unprofitable and that we cannot trust the men. The athletics teach them to be cheated more effectively than the ethical department teaches them to be honest."\*

This is quite a revelation. True it is simply due to the advantage of the big boy to take things from the little boy. It is usually to his advantage to cheat in his play, but we cannot expect high concentrations of honor to be won under these conditions, so when we put the athletic director into the picture we put the umpire over the game. The umpire makes cheating unprofitable and very soon there develops a sense of sportsmanship that says it is unmanly for that one is to win games by his own prowess and skill. Cheating is condemned as a device of swindling and "cannot deliver the goods". It takes the victory from the victor and gives it to one who has not earned it; it is unsportsmanlike and mean.

Boys are taught that cheating is a constant source of quarrel, and the boy who cheats is prevented thereby from learning skill, for he is not outside his own little skillful circle, but is dodging the rule. Cheating is a constant test for the boy's power of control, for he is constantly being tested by the "big boys" and the "little boys".

Play is a means of learning to live in a world of

\*Play and the Formation of Character  
Sigmund Freud, E. S. Shils, ed.



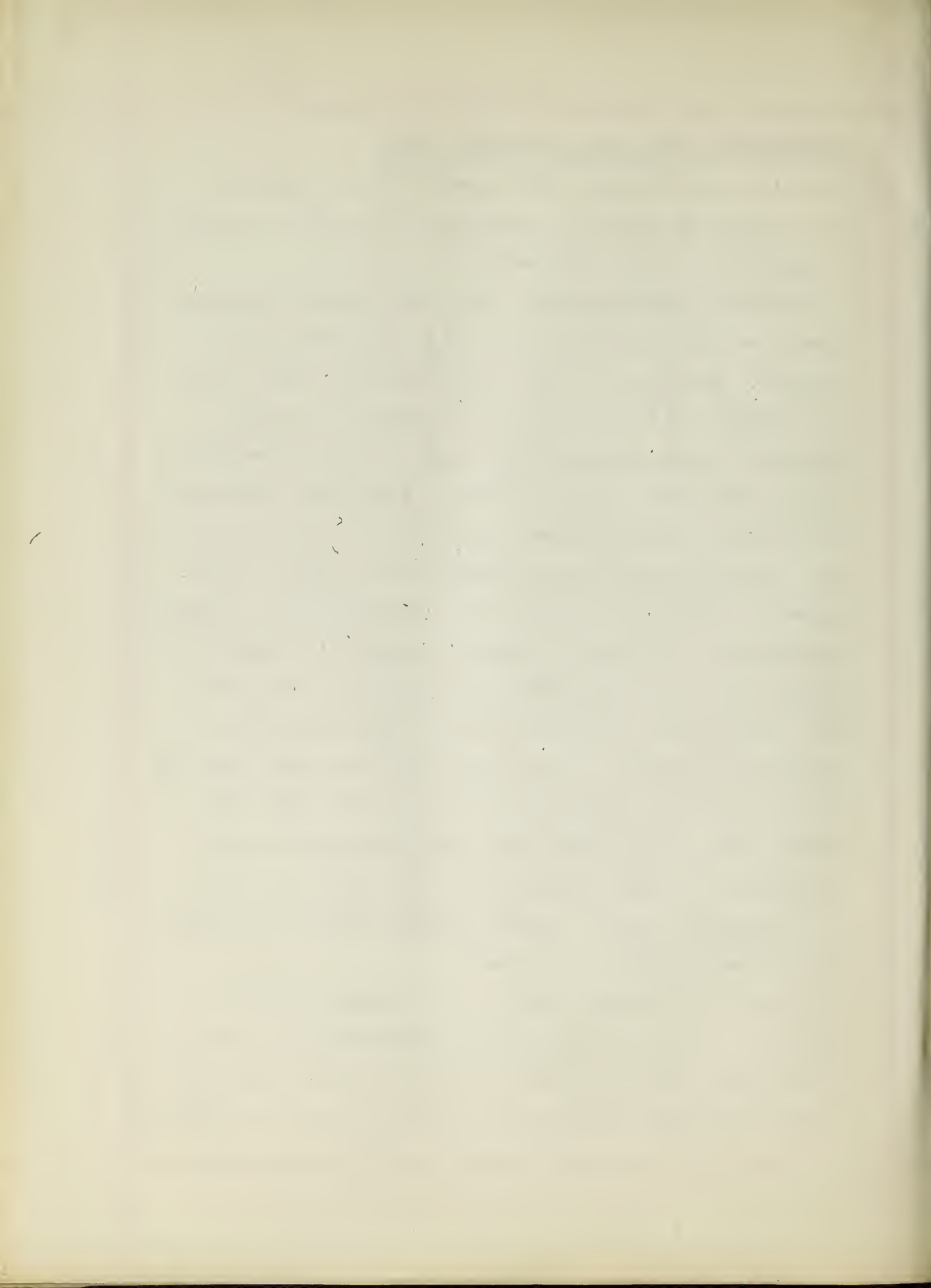
### THE PLACE OF PLAY IN A CHILD'S LIFE

...and if the child grows a bit and learns to play for the first time, the place of play in the curriculum.

Can Play Develop Loyalty? Yes, for the most important social training which play gives is in the development of loyalty. How does a boy get this training? There can be no question but the easiest way to develop in a boy a community sense, this feeling of loyalty to some or organization larger than himself is through team games. Just as far as these contests become important to the boy, all of the members are practically compelled to acquire loyalty. A boy who still seeks to play the individual game, to kick the lone ball, to throw to attract attention to himself is playing the same, soon finds that this sort of play does not win the game. He must get out in order that the team on which he is running. He must take the undesirable position. He must get well aside and pull for all he's worth with every effort of his team, with every ounce of strength he possesses. He must relinquish all personal ambition and all self-interest, to that perfect pulling together with his team mates will win for victory.

Perhaps the greatest need of our American youth is that the patterns of all sporting and community games, that they shall be able to think in terms of the team and that the individualism which is still so much a part of our





# IMPORTANCE OF PLAY IN A DEMOCRATIC SOCIETY

for their country. This is the spirit of loyalty. Professor Royce says that loyalty is the most fundamental virtue, more elementary even than love in the moral sense. A person who plays conceives of himself as a member of a larger whole to which his loyalty is due as a citizen.

Play then must become an integral part of our school system and play and games should be incorporated in the curriculum with the same definiteness that counting in reading or arithmetic are mapped out.

It is of practical import when the teacher who takes charge of the play program has a clear understanding of the intent and aims behind the planning of these courses; for it is a basic principle of pedagogy that, whenever a certain learning is expected through any prescribed exercise, the teacher must keep before the mind the desired accomplishment. For instance, if our schools by means of play, hope to develop in the child the spirit of the honest or loyal type, the play teacher must call attention to these points whenever opportunities are presented in the game. A child probably will not find a pretext for sports which is not his, but the teacher must not stress its importance, and as a result, if no care is made to bring virtues to the attention of the child, the development of these virtues are unperceptible.

It is highly desirable, provided which will certainly be



### IMPORTANCE OF PLAY AS A FORMATIVE LABOR

importance of the child's development. A boy will give  
 300 per cent attention to play, about 100 per cent to  
 learning. So during the childhood years the play activities  
 which children choose to develop will determine of mind,  
 and fundamental to character.





## CHAPTER VI

### SOCIO-EDUCATIONAL IMPORTANCE OF PLAY

At an earlier stage, we find it in its various forms regarded of great value to the development of the child. Within its power are physical growth, neuromuscular coordination, personal integration and development, power of social adaptation and social coöperation, rich opportunity for character growth and for the discovery and cultivation of talents that may constitute resources for the worthy enjoyment of leisure. To the child play is just play - a good time - something interesting to current and present happiness. His interest and absorption are in the game itself. It becomes our job as adults to see to it that genuine opportunities for play are made available for all children.

Life has gone into speed higher than the world has ever known. It threatens the physical and nervous system of youngsters. Happy and normal play is a safeguard to childhood growth and an insurance against the threats of the adult future to the health of both mind and body. Modern city life is disconcerting even to the middle class as it still exists. Confusion of living, heavy traffic, modern amusements with exciting scenes, modern games together with the present war condition all overstimulate



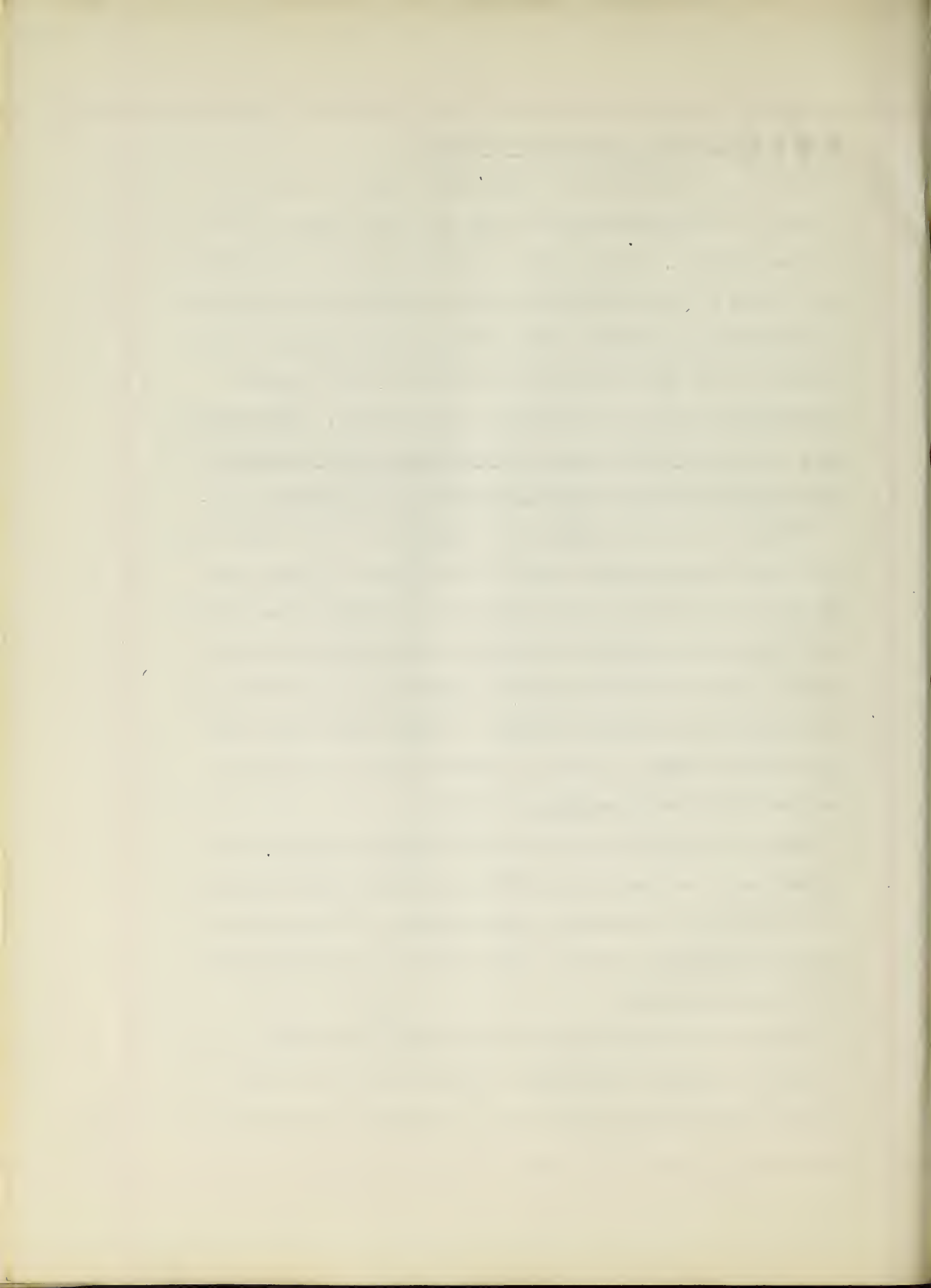
### SOCIO-ENVIRONMENTAL IMPORTANCE OF PLAY

children and adolescents. There must be outlets for this  
excess of energy-outlets that will be both healthful  
and satisfying. Play, sport, physical games are essential  
as a mode of expression for this insistent and persistent  
stimulation. Perhaps never before in the history of the  
country have sound organic health and stable nervous  
development become necessary of attainment. Education  
also must do its share by providing play programs in  
its midst that will meet the needs of the present day.

Education should build up an attitude to the demands  
of modern civilization upon the integrity of child life.  
It would seem that if natural play and rugged games were  
up along with our modern democracy and education, that  
such a type of exercise should constitute the bulk of  
our physical education program. Today more than ever  
our country needs a type of citizen that is energetic,  
self-reliant, resourceful and social.

Play, especially the competitive games, presents an  
opportunity to teach the individual habits and attitudes  
of initiative, leadership, self-reliance, self-control,  
strength of will, courage, endurance and consciousness  
of individual worth.

To serve the individual's relation to society, play can  
teach loyalty, cooperation, respect for group rights and  
duties, good sportsmanship and a successful adaptation to



### SOVIET-UNITED STATES RELATIONS

Only constant vigilance will ensure that our country  
remains inviolable for democratic and patriotic  
citizenship.

Play gives the kind of social vision that is lacking  
with our changing world and threatened freedom. Our type  
of government striving to keep peaceful, needs an security  
of health, vital power and physical activity.  
The responsibility that play gives is shown by the quickness  
and effectiveness with which our non-military nation is  
able at present to fashion their ordinary citizens into  
a military which possesses uncomparable bravery and courage.

All along life's road today's army and navy build  
themselves into the stalwart soldiers and sailors ready  
to put their physical prowess into action for defense and  
preservation of our democracy. In the classroom and on  
the playground they discovered Play itself as a perfect  
democracy. On the playground there is no rich nor poor,  
high nor low. You have to "deliver the goods" if you stay  
on the baseball team even if your father is a millionaire.  
There is always an almost complete equality among all men.  
We are accustomed to speak of the public school as the  
foundation stone of our democracy and such no doubt it is  
but the public playground is far more democratic than the  
school.

In the playground we have a perfect democracy.





### SOCIO-EDUCATIONAL IMPORTANCE OF PLAY

organization. The child plays in the organized manner of the group. It is necessary for the child to learn the rules of the game and to follow them. In the field work it was found that the child who does not follow the rules is not allowed to play. This is the first step in discipline.

In a later stage of play the discipline principle is carried further and the child is organized so that the discipline and punishment is placed in the children's hands.

The laws that are most vital to children are not usually the laws of the game but the laws of the group. When they are playing. In play the child is very close to the group and to the group he must learn to follow the rules. In the playgrounds we have to teach these rules to the child. The child who has acquired a habit of following the rules of the game he plays, who never fouls when he is out of school, is getting just the sort of training which will help him in his behavior later. In the physical activity periods there is an emphasis on the rules and the teacher insists on the rules of the game. It is necessary to hold children up to the rules unless they are out of play. According to rules, and the player is usually brought to see in a short time that it is his part of the game to play in the game.

It is evident that the child who is out of the school



BASIC-SCIENTIFIC IMPORTANCE OF PLAY

One of the finest ways for learning to move is just for fun in the play itself.

The teaching of play skills is a fundamental principle of the safety movement. Many injuries have been suffered by both children and adults because of the fact that they lack proper coordination, but even muscles, nerves, and tendons. Their response to situations, which is so far their neuromuscular control, is poor; and this poor habit of the lack of thorough training in neuromuscular skill, which is of first importance in safety movement. To be able to throw, jump, lift, dodge, and fall are safety habits all through life's span. The study made during this basic writing has demonstrated that boys trained in games are better fitted especially to react to situations. Their judgment is better, their sense of feeling surer, their strength and muscle function more accurately.

Play trains for work. Good habits of work imply a recognition of the value of the task and a whole hearted interest in it. This complete absorption in the task is characteristic of play and one of the finest scientific principles for intense interest in work.

If people cultivate games as one of their points of interest and mental efficiency but neglect the corresponding development of motor activities it is as if they were strong in mind and vigor of soul but, heavy, clumsy, and slow in

THE HISTORY OF THE  
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INTERNATIONAL JOURNAL OF THE

1. The purpose of this journal is to provide a forum for the publication of original research and critical analysis of the literature in the field of international relations. The journal is required reading for all students and scholars in the field. The journal is published quarterly and is available in both print and electronic formats. The journal is published by the International Journal of the American Political Science Association (IJA).







The first part of the book is devoted to a general introduction to the subject of the history of the English language. It discusses the various factors which have influenced the development of the language, such as the contact with other languages, the internal changes which have taken place, and the influence of the social and cultural environment. The second part of the book is devoted to a detailed study of the history of the English language from the beginning of the 15th century to the present day. It discusses the various stages of the language, from the Middle English period to the Modern English period, and the changes which have taken place in the vocabulary, grammar, and pronunciation of the language. The third part of the book is devoted to a study of the history of the English language in the United States. It discusses the influence of the American environment on the English language, and the changes which have taken place in the vocabulary, grammar, and pronunciation of the language in the United States. The fourth part of the book is devoted to a study of the history of the English language in the British Empire. It discusses the influence of the British Empire on the English language, and the changes which have taken place in the vocabulary, grammar, and pronunciation of the language in the British Empire. The fifth part of the book is devoted to a study of the history of the English language in the world. It discusses the influence of the English language on other languages, and the changes which have taken place in the vocabulary, grammar, and pronunciation of other languages under the influence of the English language.

# TABLES AND DISCUSSION

Table 1. The number of species of plants and animals found in the study area.

TABLE 1.

PLANTS AND ANIMALS

TABLE 1. The number of species of plants and animals found in the study area.

	11	12	13	14	15	16	17	18	TOTAL
Vegetation	0	1	0	0	1	0	0	0	1
Grasses	7	7	14	13	20	25	17	0	103
Forbs	0	0	0	0	0	0	0	0	0
Shrubs	0	0	0	0	0	0	0	0	0
Herbaceous V. sp.	0	0	1	1	1	1	0	0	4
Shrubby V. sp.	0	0	0	10	11	15	0	1	36
Flowering plants	0	0	0	0	0	1	1	1	3
Flowering plants (total) sp.	2	0	0	1	1	1	0	0	5
Shrub species	7	7	10	10	20	25	17	0	103
Shrub species	7	7	10	10	20	25	17	0	103
Shrub species	0	1	0	0	1	0	1	1	4
Shrub species	11	10	0	0	0	0	0	0	21
Shrub species	1	0	0	0	0	10	10	0	21
Shrub species	0	0	1	1	0	0	0	1	3
Shrub species	0	1	0	0	10	12	10	1	34
Shrub species	0	0	0	0	0	0	0	0	0
Shrub species	0	0	0	1	1	1	1	1	5
Shrub species	0	2	0	10	15	20	10	1	58
Shrub species	0	7	10	10	13	10	0	1	51
Shrub species	7	7	10	10	14	11	10	1	60
Shrub species	7	7	10	10	10	10	10	1	65
Shrub species	0	0	0	0	0	0	0	1	1
Shrub species	7	7	11	10	8	10	10	1	64
Shrub species	0	0	7	10	0	14	10	1	42
Shrub species - species	7	7	0	1	0	0	1	0	15
Shrub species	1	0	0	0	0	0	0	0	1
Shrub species	0	0	0	0	0	0	0	0	0
Shrub species	0	0	0	0	0	0	0	0	0
Shrub species	0	0	0	0	13	10	10	1	34
Shrub species	0	0	0	0	0	10	10	1	21
Shrub species	4	0	0	0	0	0	0	0	4
Shrub species	7	7	0	0	0	0	0	0	14
Shrub species	7	7	7	1	1	1	0	0	27
Shrub species	7	7	0	1	1	1	0	0	27
Shrub species	7	7	0	0	0	0	0	0	14









RECORD OF VISITORS

1.	Mr. [Name]	1
2.	Mr. [Name]	1
3.	Mr. [Name]	1
4.	Mr. [Name]	1
5.	Mr. [Name]	1
6.	Mr. [Name]	1
7.	Mr. [Name]	1
8.	Mr. [Name]	1
9.	Mr. [Name]	1
10.	Mr. [Name]	1
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80.	Mr. [Name]	1
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87.	Mr. [Name]	1
88.	Mr. [Name]	1
89.	Mr. [Name]	1
90.	Mr. [Name]	1
91.	Mr. [Name]	1
92.	Mr. [Name]	1
93.	Mr. [Name]	1
94.	Mr. [Name]	1
95.	Mr. [Name]	1
96.	Mr. [Name]	1
97.	Mr. [Name]	1
98.	Mr. [Name]	1
99.	Mr. [Name]	1
100.	Mr. [Name]	1

Tot 1

273



PART 33 AND DISCUSSION

175-1000 1000-1500 1500-2000 2000-2500 2500-3000

TABLE 107.	AGE GROUP	NUMBER
	0-5	0
	5-10	8
	10-15	8
	15-20	14
	20-25	18
	25-30	22
	30-35	25
	35-40	40
	40-45	4
	45-50	175

TABLE 108. GROUPS ASSIGNED TO I. Q.

I. Q. RANGE	NUMBER
60-70	8
70-80	10
80-90	20
90-100	25
100-110	20
110-120	175

This age groupings are given to 175 boys of whom 100 were well adjusted to their own district schools and 75 were not. (As far as possible boys of the same I.Q. were sent for the test.)









FACTS OF THE CASE

It will be noted that the following facts are stated in the report of the investigation of the case of the "Red" and "Black" boys:

Fewer boys attend the office.

Many boys are going to the office to work.

Many boys are going to the office to work.

Many boys are going to the office to work. The following facts are stated in the report of the investigation of the case of the "Red" and "Black" boys:

Apparently "Red" and "Black" boys are going to the office to work. The following facts are stated in the report of the investigation of the case of the "Red" and "Black" boys:

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From this report the following facts are stated:

















## THEIR ATTITUDE

They seem to live and move in a world of their own, and have the opportunity.

They're born to roller skate on ice with their own set of equipment.

They want the thrill of the race, and they want it to be a success.

Instead of your physical, financial and social education, they receive no education in the schools, in the social clubs, or in the playgrounds and very often in their own homes. In their desire to acquire what others have they live their lives in "live" and "thine" and very often resort to "the social war" for their own selfish goals. For food - for clothing - for recreation - for luxury - for something for their own gratification.

To offset this desire to ill-intentioned selfishness, this year's play program pointed out the few opportunities and chances for them to have real wholesome recreation.

First the youth of our town to be snatched off the streets and to have a "week-end" at the youth center where they can, on the 12 grounds, in the principal hall, or on the stage, while they are in the principal hall, and all activities will have had their share.

They performed very well as presented on stage. The youth after looking at the play they were very much interested, and all the youth, as well as the adults, were very much interested.

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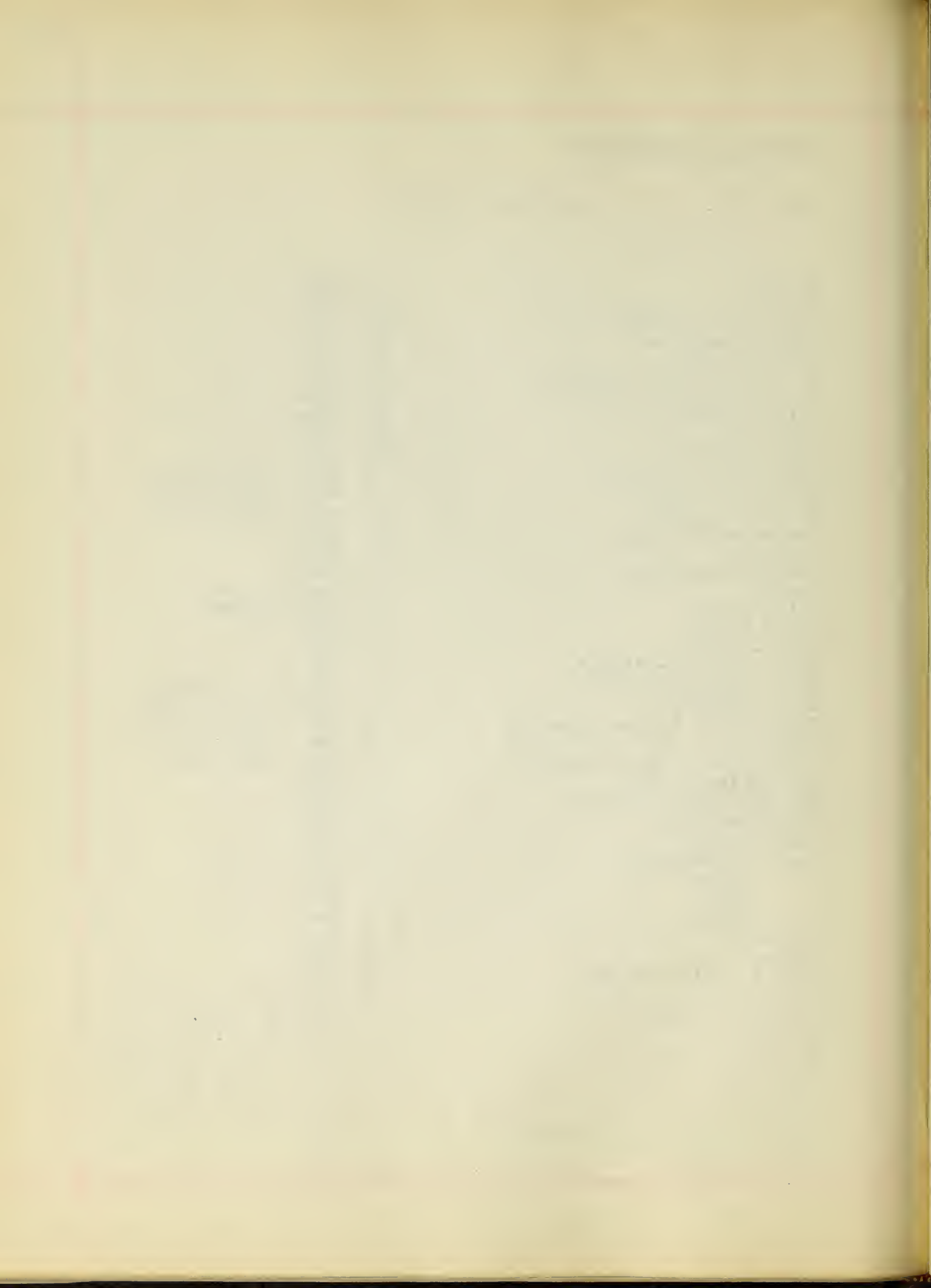
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### RECOMMENDATIONS FOR THE FUTURE

The Committee on Physical Education of the Board of Education has been very favorably impressed with the "Physical Education Program" of the Board.

If the Board Committee on Physical Education should be practically fit, no after school play program was provided for them. For the next year the Board will have to provide for all students of all educational levels, and the Board will have to provide for the "Physical Education Program" of the Board (Physical Education Program, etc.).

The Board Committee on Physical Education of the Board of Education has been very favorably impressed with the "Physical Education Program" of the Board.

The Board Committee on Physical Education of the Board of Education has been very favorably impressed with the "Physical Education Program" of the Board.

In school the play activities should be provided for the following:

1. Play - game
2. Sports
3. Games
4. Football
5. Basketball
6. Baseball
7. Tennis

For the school program:

1. Football
2. Basketball
3. Baseball
4. Soccer
5. Tennis



STANDARD FORMS - 1947

6. Volleyball
7. Basketball
8. Tennis
9. Soccer
10. Wrestling
11. Fencing
12. Field Hockey
13. Baseball
14. Boxing

A tentative program for next year has been prepared. This classification is made here for trial, the same will be arranged as to Physical Fitness and Swimming, Aerobics, and other activities. The program that will be put out will be for the year. For next year, the program will be for the year. For next year, the program will be for the year. For next year, the program will be for the year.

Every cooperation has been received from the following: American Red Cross, American Legion, local clubs, etc. The program is for the year. The program is for the year. The program is for the year. The program is for the year.













## REMARKS ON THE

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There is a great deal of work to be done in the way of collecting and organizing the material which is now scattered all over the country. It is necessary to have a central office where all the material can be deposited and where it can be kept in order. It is also necessary to have a system of classification and indexing. The work will be a long and arduous one, but it is a work which will be well repaid in the end.

Another thing which will be necessary for the organization of the work is the selection of a central office. This office should be located in a place which is accessible to all the workers and which is convenient for the deposit of the material. It should also be a place where the workers can meet and discuss their work. The selection of a central office is a matter of great importance and should be given the most careful consideration.

It is also necessary to have a system of communication between the workers. This can be done by the use of letters and by the holding of meetings. It is important that the workers should be kept informed of the progress of the work and of the plans for the future. This can be done by the use of a bulletin board or by the distribution of a newsletter. It is also important that the workers should be able to discuss their work and to give their views on the progress of the work. This can be done by the holding of regular meetings. The system of communication is a very important part of the organization and should be given the most careful consideration.











### STUDENT APPRAISAL

Student appraisal is given in three forms.

1. The appraisal is given in the form of a letter. It is usually in the form of a letter to the student, and is usually in the form of a letter to the student, and is usually in the form of a letter to the student. It is usually in the form of a letter to the student, and is usually in the form of a letter to the student. It is usually in the form of a letter to the student, and is usually in the form of a letter to the student.

All boys who enter the first three years of school are placed in the first three years of school. The appraisal is given in the form of a letter to the student, and is usually in the form of a letter to the student. It is usually in the form of a letter to the student, and is usually in the form of a letter to the student. It is usually in the form of a letter to the student, and is usually in the form of a letter to the student.

Students in the first three years of school are placed in the first three years of school. The appraisal is given in the form of a letter to the student, and is usually in the form of a letter to the student. It is usually in the form of a letter to the student, and is usually in the form of a letter to the student. It is usually in the form of a letter to the student, and is usually in the form of a letter to the student.

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Date	Description
1890 Jan 1	Received from Mr. J. H. Smith \$100.00
1890 Jan 15	Paid to Mr. J. H. Smith \$50.00
1890 Feb 1	Received from Mr. J. H. Smith \$25.00
1890 Feb 15	Paid to Mr. J. H. Smith \$12.50
1890 Mar 1	Received from Mr. J. H. Smith \$12.50
1890 Mar 15	Paid to Mr. J. H. Smith \$6.25
1890 Apr 1	Received from Mr. J. H. Smith \$6.25
1890 Apr 15	Paid to Mr. J. H. Smith \$3.12
1890 May 1	Received from Mr. J. H. Smith \$3.12
1890 May 15	Paid to Mr. J. H. Smith \$1.56
1890 Jun 1	Received from Mr. J. H. Smith \$1.56
1890 Jun 15	Paid to Mr. J. H. Smith \$0.78
1890 Jul 1	Received from Mr. J. H. Smith \$0.78
1890 Jul 15	Paid to Mr. J. H. Smith \$0.39
1890 Aug 1	Received from Mr. J. H. Smith \$0.39
1890 Aug 15	Paid to Mr. J. H. Smith \$0.19
1890 Sep 1	Received from Mr. J. H. Smith \$0.19
1890 Sep 15	Paid to Mr. J. H. Smith \$0.09
1890 Oct 1	Received from Mr. J. H. Smith \$0.09
1890 Oct 15	Paid to Mr. J. H. Smith \$0.04
1890 Nov 1	Received from Mr. J. H. Smith \$0.04



THE HISTORY OF THE  
CITY OF BOSTON

FROM THE FIRST SETTLEMENT  
TO THE PRESENT TIME  
BY  
JOSEPH NEALE

VOLUME I  
FROM THE FIRST SETTLEMENT  
TO THE YEAR 1630  
PUBLISHED BY  
JOSEPH NEALE

BOSTON  
PRINTED BY  
JOSEPH NEALE  
1825

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WINDS AND CLOUDS

## TABLE XVII. FREQUENCY OF WINDS

SEPTEMBER 1939	-----	24.7
1940	-----	27.7
OCTOBER 1939	-----	24.8
1940	-----	21.7
NOVEMBER 1939	-----	24.8
1940	-----	22.9
DECEMBER 1939	-----	21.7
1940	-----	22.8
JANUARY 1940	-----	24.7
1941	-----	22.8
FEBRUARY 1940	-----	21.8
1941	-----	22.7
MARCH 1940	-----	21.8
1941	-----	22.7
APRIL 1940	-----	20.5
1941	-----	21.4
MAY 1940	-----	20.7
1941	-----	20.7
JUNE 1940	-----	21.6
1941	-----	20.7

AVERAGE FREQUENCIES FOR GIVEN WIND 1939-1941 --- 21.  
 1939-1940 --- 20.7  
 INCREASE --- 1.3

Our record of wind speed has been from 11 to 17 miles per hour. The highest ever recorded is 17 for the entire year. The wind has a powerful influence on the clouds. It is the only factor which can cause a change in the













### STUDY AND ACTIVITIES

When it comes to the recording of student activities, the school curriculum is the basis for the school's record of student activities. The school curriculum, however, is not the only basis for the school's record of student activities. The school's record of student activities should be based on the school's curriculum and on the school's record of student activities.

Some of his activities follow:

1. He must be able to read and write and must be able to understand the meaning of the words he uses. He must be able to read and write and must be able to understand the meaning of the words he uses.

2. He must be able to read and write and must be able to understand the meaning of the words he uses. He must be able to read and write and must be able to understand the meaning of the words he uses.

3. He must be able to read and write and must be able to understand the meaning of the words he uses. He must be able to read and write and must be able to understand the meaning of the words he uses.

4. He must be able to read and write and must be able to understand the meaning of the words he uses.

5. He must be able to read and write and must be able to understand the meaning of the words he uses. He must be able to read and write and must be able to understand the meaning of the words he uses.

6. He must be able to read and write and must be able to understand the meaning of the words he uses. He must be able to read and write and must be able to understand the meaning of the words he uses.

7. He must be able to read and write and must be able to understand the meaning of the words he uses. He must be able to read and write and must be able to understand the meaning of the words he uses.

8. He must be able to read and write and must be able to understand the meaning of the words he uses. He must be able to read and write and must be able to understand the meaning of the words he uses.











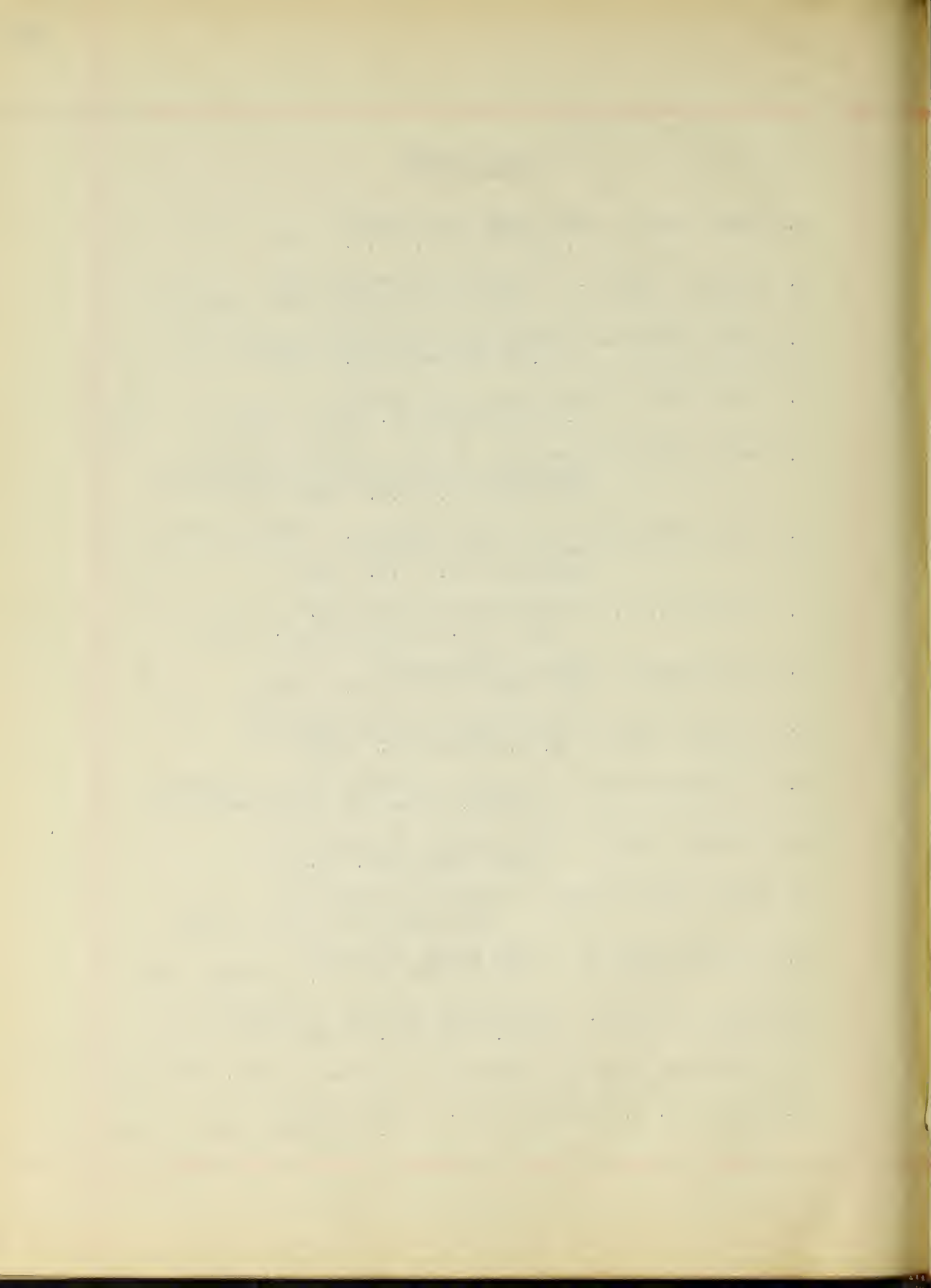
SUBJECT: C. 100-100000

On 10/10/50, the following information was received from the  
 self same source: The source, who is a member of the  
 Communist Party, has been arrested.

"For every child in education today, there is a teacher  
 who is a member of the Communist Party, and who is  
 for the child, but there is a teacher who is a member of the  
 Communist Party, and who is for the child, but there is a teacher  
 who is a member of the Communist Party, and who is for the child."  
 \* \* \*



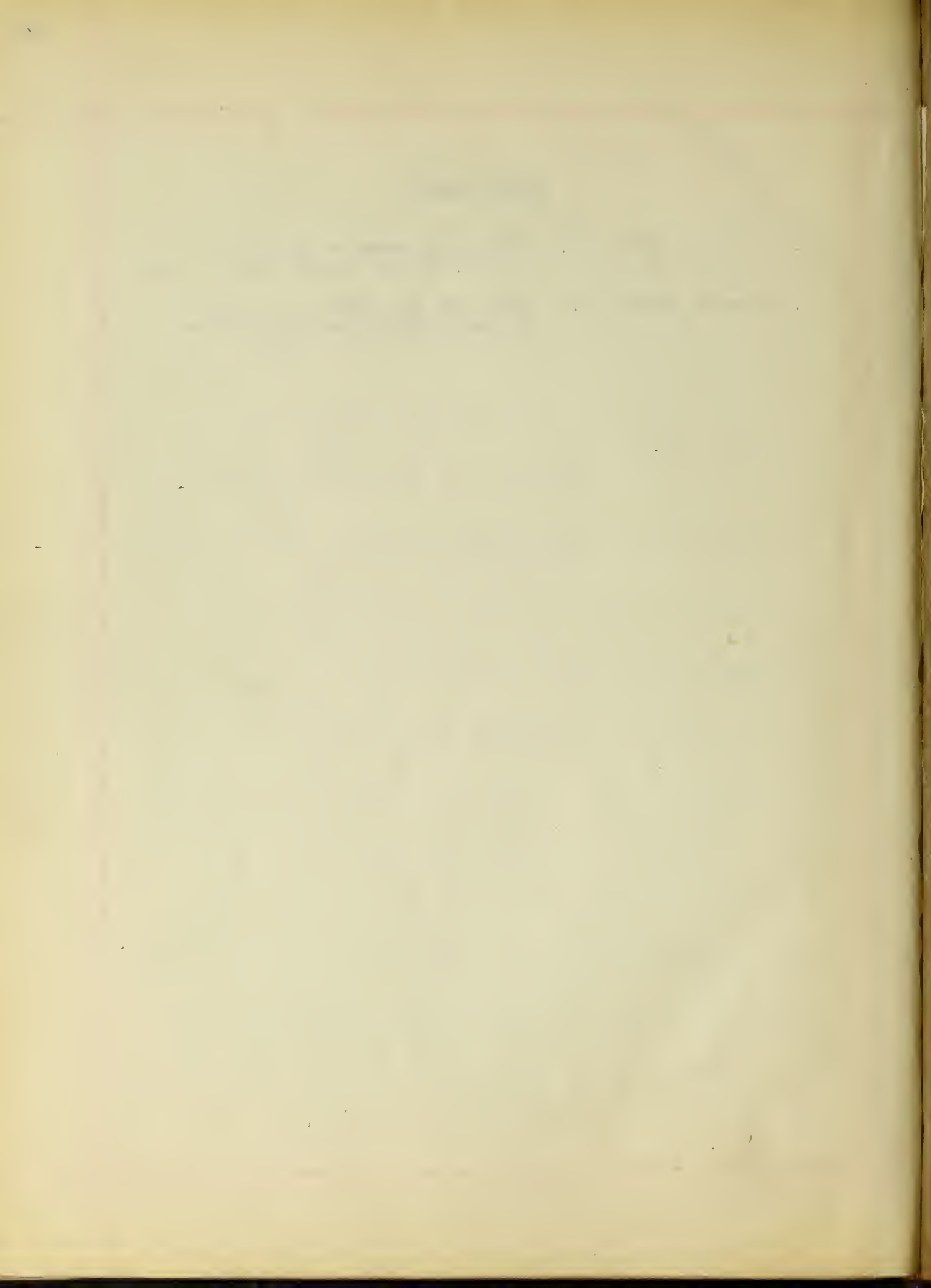






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W. A. Miller, Boston, Mass. 1933
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National Brekemon Association







BOSTON UNIVERSITY



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